DOCUMENT RESUME

ED 024 177 40 EC 002 669

By-Meyen, Edward L.; Carr, Donald L.

Law and Authority, an Essential Part of the Social Studies Program for the Educable Mentally Retarded (Awareness, Knowledge, Respect, Observance, Enforcement).

Iowa State Dept. of Public Instruction, Des Moines.; Iowa Univ., Iowa City.; Special Education Curriculum Development Center, Iowa City, Iowa.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Bureau No-BR-6-2883-3
Pub Date Feb 68
Grant-OEG-3-7-002883-0499
Note-123p.
EDRS Price MF-$0.50 HC-$6.25
Descriptors-Core Curriculum, *Curriculum, Curriculum Guides, Educable Mentally Handicapped, *Exceptional Child Education, Instructional Materials, Law Enforcement, Laws, Learning Activities, Lesson Plans, *Mentally Handicapped, Safety Education, *Social Studies, *Teaching Methods, Vocabulary

Designed for inservice training, the guide provides basic information from which teachers of the educable mentally retarded can develop their own instructional program in social studies. The focus is on developing respect for law and authority. Suggestions are made for both incidental and systematic teaching. Three starter units for teaching law and order to the educable mentally retarded treat safety for the primary age level, bike riding for the intermediate age level, and understanding the law for the advanced level. Each unit includes the following: selection of unit; sub-units; general objectives; core area activities; resource materials; vocabulary; and lesson plans consisting of objectives, activities, resource materials, and an experience chart. The appendix provides 31 pages of sketches for use on bulletin boards or for making overhead projector transparencies. Forms for teacher evaluation of the guide are included. (LE)

EDO 241177

SPECIAL EDUCATION CURRICULUM DEVELOPMENT CENTER
- an in-service training approach

BR-6-2883-6
OEG-3-7-002883-0499

LAW AND AUTHORITY

AN ESSENTIAL PART OF THE
SOCIAL STUDIES
PROGRAM FOR THE
EDUCABLE MENTALLY RETARDED

- Awareness
- Knowledge
- Respect
- Observance
- Enforcement

A COOPERATIVE PROGRAM INVOLVING
THE IOWA STATE DEPARTMENT OF PUBLIC INSTRUCTION
AND THE UNIVERSITY OF IOWA

ED 017200

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

IN-SERVICE TRAINING MATERIALS FOR TEACHERS OF THE EDUCABLE MENTALLY RETARDED

Staff: Edward L. Meyen, Director
Sigurd B. Walden, Assistant Director
Munro Shintani, Ph.D., Coordinator

Staff Assistants:

Phyllis Carter
Pat Adams
Keith Doellinger

The project is supported in part by a grant from the
U.S. Office of Education, awarded under PI-88-164
Edward L. Meyen, Principal Investigator
Donald L. Carr, Ph.D., Co-Investigator

February, 1968

POLICY STATEMENT

Please Read

The Special Education Curriculum Development Center has as its main objective the operation of a statewide in-service training program for teachers of the mentally retarded. Twenty special class teachers from different geographic areas serve as consulting teachers. They attend training sessions at the University of Iowa and then return to their home area to conduct field sessions. All materials prepared for SECDC are intended for dissemination through the field sessions conducted by the consulting teachers. Persons reading SECDC material but not attending the field sessions should keep in mind that the purpose of the material is to serve as a starting point for in-service training and that the publications themselves are not end products.

It should also be noted that any reference to commercially prepared materials by the Special Education Curriculum Development Center does not constitute a recommendation or endorsement for purchase. The consideration of such material is intended solely as a means of assisting teachers and administrators in the evaluation of materials.

The evaluation sheets found at the conclusion of this material represent the continuing effort of the Special Education Curriculum Development Center to meet the needs of the Special Class teacher. It is requested that teachers using this material record statements and specific evaluation points as indicated and submit this to the Center.

The time and effort given to this report will be greatly appreciated. You may be assured it will receive serious consideration in structuring guidelines for further development of materials to be disseminated.

DEVELOPING RESPECT FOR LAW AND AUTHORITY

One Aspect of the Social Studies Program for the Educable Mentally Retarded

INTRODUCTION

The purpose of this material on law and authority, like all publications prepared by SECDC, is designed to provide teachers basic information from which they can develop their own instructural program. The area of Social Studies ranked high in priority among the teachers participating in the Survey of Curriculum Practices conducted by SECDC in the winter of 1967. In comparing the requests from teachers for assistance in the area of Social Studies with current literature on the subject, it became apparent that it would be presumptuous to undertake the development of material for the broad area of Social Studies. Consequently it was decided that SECDC could be most helpful to the special class teacher by focussing on selected areas of concern to teachers on which there is a minimum of information and materials available.

The content of this document in general relates to law and authority. Particular emphasis is given to the provision of experiences which contribute to the development of positive attitudes and to teaching information relevant to law and authority.

It is generally agreed among special educators that one of the major goals of special education is the development of good citizenship. This involves the development of certain patterns of behavior and attitudes. The prominence of citizenship education on any list of educational school objectives is

justified considering the complex society in which mentally retarded students will live. Society will expect them to maintain themselves independently in the community and to adjust to the responsibilities and requirements of adult life.

Obeying the law and displaying the proper respect for authority are recognized as necessary activities for responsible citizenship. The development of respect for law and authority as a behavioral goal would appear to be of utmost importance for all individuals, whether mentally retarded or of normal intelligence, if they are to make a satisfactory adjustment to adult life.

A review of special education curriculum guides suggests that a specific program of instructional methods and materials for use in teaching areas of knowledge, skills, and attitudes about law observance has not been developed. One may hypothesize from this that special education curriculum planners have assumed knowledge of the law and respect for authority to be something which is learned incidentally through experiences in living or which teachers can include in the curriculum with a minimum of direction.

Penny, in a doctoral dissertation done at the University of Iowa states, "The research evidence that has been accumulated suggests that students in regular classes do not acquire an adequate understanding of society's rules and standards of behavior through incidental learning along. If this is the case for individuals of normal intelligence, one would anticipate students with more limited ability to learn from experience to be even more deficient in these concepts."[1]

[1]Penny, Sue. "Older Educable Mentally Retarded Students' Attitudes Toward and Understanding of Selected Aspects of the Law." Unpublished Ph.D. dissertation, University of Iowa, Iowa City, 1967, pp. 6-7.

If instruction aimed at developing a basic respect for law and authority is to be included in special class programs, there is probably little need to treat this topic as a separate curriculum area, assuming that sufficient attention is given to the general teaching of some attitudes and skills. There are numerous natural opportunities to teach the important ideas in the context of the social studies program. Through the life experience unit method approach, functional skills and behaviors as well as basic knowledge about the laws which directly affect individuals in their daily living can be developed.

INCIDENTAL TEACHING THROUGH UNITS

Many unit topics lend themselves to the inclusion of activities aimed at developing attitudes of appreciation, need for, and respect of the law. While some topics such as "Citizenship" are quite obvious, other unit subjects also provide opportunities for teaching information relative to the law even though the basic unit theme appears interrelated. Examples of such unit topics are listed below, with several illustrative activities given for each topic. These activities are not inclusive but rather should serve to stimulate ideas for other types of activities that can be utilized at various instructional age levels.

Unit Topic: School Orientation

Suggested Activities:

1. Discuss the need for rules and regulations to govern classroom procedures such as when to sharpen pencils, how to act in the halls, where to keep books and school supplies, etc.
2. Diagram the line of authority found in a school system, i.e., the teacher has authority

over the students, the principal has authority over the teacher, the superintendent has authority over the principal, the school board has authority over the superintendent.

3. Explain the school locker system and discuss why each person is assigned his own locker. On one day have each child hang on to his own coat, hat, mittens, lunch bag, etc., for an hour. Discuss the importance of having a place where personal belongings can be safely kept.
4. Establish the rule that no one may open nor take things from students' or teachers' desks without first asking permission. Call attention to the fact that this rule applies to teachers as well as students.
5. Let students vote to decide on various procedures or activities to be followed in the classroom. Vote secretly by covering eyes or by ballot; stress that the majority rules but the minority has a right to their opinion.
6. Ask the school janitor to keep track of the number of hours it takes him to clean up the bathrooms after students scribble dirty words on the walls, repainting and refinishing walls and furniture that has been carved and scratched, picking up litter in the building and playground, etc. Determine the janitor's hourly pay and figure how much money is spent cleaning up after irresponsible students. Discuss where this money comes from and what it might be better spent for.
7. Stress that every student in the classroom has a right to have a turn, e.g., being first in line, being "It" in a game, etc.

8. Set up a court in the classroom to settle disputes that arise in the room or on the playground. Let students assume the roles of judge, jury members, attorneys, etc.

Unit Topic: Grooming

Suggested Activities:

1. Read the school's regulations concerning appropriate apparel and discuss the reasons for such regulations.
2. Explain that there are laws governing the companies who make cosmetics and grooming products. They have to make sure the products are safe for people to use.

Unit Topic: The Community

Suggested Activities:

1. When discussing the people in the community who help us dramatize being firemen, policemen dogcatchers, pool lifeguards, teachers, street cleaners, night watchmen, etc.
2. Study the people who make and carry out local laws such as the city councilmen, the mayor, the city attorney, the police chief, the traffic court judge, the juvenile court judge and probation officer, etc.
3. Find out about local civil defense programs, facilities and regulations. Point out that such programs are set up to protect the people of the community.
4. List all the things that policemen do to help us that do not involve enforcing laws, e.g., helping lost children, giving directions, getting cats out of trees, supplying a master key when a person is locked out of his car, administering first aid, talking to school

classes, checking on someone's home when they're on vacation, etc.

Unit Topic: Home and Family

Suggested Activities:

1. Make posters about safety rules to be followed in the home. Discuss that it is necessary for everyone to follow rules so no one will get hurt.
2. Discuss not wearing brothers' or sisters' clothing, playing with their toys, etc., without first asking permission.
3. Discuss individual family curfews for teen-agers. Talk about why curfews are set, how they're enforced, etc.
4. Compile a list of local ordinances with which a property owner must comply, e.g., removing diseased elm trees from private property, removing old junk cars from yards, burning trash in suitable receptacles, regulations concerning keeping livestock within city limits, etc. Discuss why these ordinances have been adopted.
5. Make "private" boxes for children to take home. Reinforce cardboard shirt boxes, decorate and label. Talk with the parents about the importance of letting the children keep their papers, small toys and precious possessions in these private places without fear of them being disturbed.
6. Study various kinds of leases and rental contracts for houses. Discuss what kinds of provisions are outlined, e.g., dates for payment of rent, procedures for terminating a lease or contract, etc. Have a lawyer talk to the class about what they should know before they sign

a lease, what they will be legally responsible for when they have signed, what they should do if difficulties arise with a landlord, etc.

Unit Topic: Taking a Trip

Suggested Activities:

1. Take snapshops of public parks, roadsides and streets that are defaced and littered. Discuss how this looks, what should be done about it, etc.
2. Discuss what would happen if there were no traffic laws when people were traveling. Write experience charts stressing that traffic laws, like other laws, are based on an attitude of fair play toward others.

Unit Topic: Budgeting

Suggested Activities:

1. When preparing budget plans, discuss that included in the cost of items are taxes such as sales tax, gasoline tax, cigarette tax, etc. List some of the ways this tax money is used in the community.
2. Take a field trip to a bank. Discuss that banks are governed by various laws and regulations set up to protect the people from having their money misused or stolen.

Unit Topic: Newspaper

Suggested Activities

1. Notice the section of the local newspaper that reports recent marriage licenses that have been issued. Discuss other licenses we have to get - a bicycle and car license, a drivers license,

a dog license, etc. Find out how much each costs, various procedures for getting licenses, where to get them, etc.

2. When reading an account of a crime such as burglary, discuss why this behavior is considered a crime. Read about the court proceedings, the penalty imposed, etc. Emphasize the necessity for laws protecting peoples' property; also discuss the rights of the accused.
3. Make a bulletin board display of newspaper pictures and stories about accidents that have been caused by not observing safety rules or traffic laws.
4. Hold a series of discussions on the "Why?" of civil disobedience when riots, protest marches, etc. appear in the news. Discuss why these things happen and what some of the causes are. Also point out the results of such actions and discuss if this is the best way to try to solve problems. Tape record discussions of the role of mob psychology in civil disorders and how quickly people can become caught up in a mob reaction.
5. When the Iowa General Assembly is in session, select a major bill such as consideration of lowering the voting age requirements. Read the newspaper and follow the progress of the bill through the legislative processes. Discuss how and why laws may be written or changed.
6. During a local strike collect and display news stories and pictures about the labor dispute. Ask a union official to tell the class how the dispute is being negotiated. Have a representative of management and a union member who is on the picket line explain how they will vote on the proposed contract.
7. Display pictures of cities shrouded in smog. Discuss how laws may be passed to make industries,

automobile owners, etc., spend money for equipment in order to decrease the amount of pollutants in the air. Discuss how such laws help protect the health of all citizens in the community.

Unit Topic: Preparing for Work Experience

Suggested Activities:

1. Dramatize work situations such as an employee receiving criticism from the boss, listening to and carrying out various kinds of directions and orders, etc.
2. Discuss how a person who is a good worker is a good citizen in his community, i.e., by doing his work well he helps his industry or business produce good products or service, he is conscientious and considerate of others, etc.
3. Diagram the line of authority found in a factory employment situation, e.g., workers, foreman, general foreman, factory supervisor, plant manager. Discuss the responsibilities of each position.

Unit Topic: Leisure Time

Suggested Activities:

1. Try to play a game without following any rules. Evaluate the results; point out that someone may get hurt, some people may not get turns, play equipment may get broken, the game may not be any fun, etc. Play the game again, this time following the rules. Compare the two ways of playing the game.
2. Find out if there are city ordinances requiring the leashing of pets, etc. Discuss that such

regulations are necessary to protect other people's property.

3. Find out what the laws of the state of Iowa are concerning hunting and fishing, e.g., requiring licenses, daily limits and possession limits, season dates, etc. Have a conservation officer speak to the class about his job of enforcing these laws.
4. Find examples of No Trespassing and No Hunting signs. Explain that a land owner has the right to refuse to let people hunt on his property. Find out the legal consequences of trespassing on posted land.
5. Look at a hunting license and note the statement printed at the top, "Respect private property; ask the farmer first." Discuss the importance of asking permission before hunting on a farmer's land, not leaving gates open, being careful not to frighten or injure livestock, etc.
6. Show pictures of Indians hunting buffalo. Discuss why there are so few buffalo now. Compare to present game laws.
7. Discuss the law banning the sale and use of fireworks in Iowa and the reasons for this law. Find pictures and stories in newspapers of accidents involving fireworks and point out that this law is not always strictly enforced. Discuss why this might be so. Also point out that some other states such as Missouri do not have a law banning fireworks.

Unit Topic: Department Store

Suggested Activities:

1. Have a store manager talk to the class about the precautions the store takes to prevent shop-lifting and the methods used to apprehend violators. Discuss the need for laws dealing with

shoplifting.

2. Make a simple file from a cardboard box in which to keep store receipts for clothing and other items purchased. Discuss the importance of requesting and keeping receipts, e.g., these can be used to prove that you have already paid for something; receipts also serve to protect the store when making refunds on returned merchandise, etc.

Unit Topic: Driving a Car

Suggested Activities:

1. Make a chart listing traffic rules that must be followed when driving a car. Examples are: You must have a driver's license. The maximum speed limit on most highways is 70 miles an hour. You must signal with your turning signals before you turn off the highway. Discuss the importance of enforcing these laws and the role of the highway patrolman, traffic court judge, etc.
2. Dramatize situations in which young people might be tempted to swipe hubcaps or steal a car. Try to decide what makes people want to do this; discuss if this is a temptation many young people might face.
3. When studying for the drivers' license exam, discuss if driving a car is a right each individual has or if it is a privilege. Explain the differences and the responsibilities that are inherent in a privilege. Make a list of offenses for which a drivers' license can be revoked.

Unit Topic: Health Habits

Suggested Activities:

1. If a student signs his parent's name to an absence excuse, use the opportunity to discuss the

implications of signing someone else's name on anything.

2. Make a series of pictures showing how a Healthy Harry covers up his mouth when he has to sneeze. When he is very sick, he stays home in bed. Discuss following these good health rules so other people won't get sick.
3. Attempt to determine <u>why</u> there are laws that say using narcotics or LSD is a crime. See films, talk with doctors, read articles that tell how these drugs affect the human body and the effects drug addiction can have on a person's life.
4. Write letters to the State Department of Health asking for brochures and information regarding health laws of the state, e.g., quarantines on communicable diseases, immunization requirements, etc. Discuss how these laws help protect each citizen's physical well-being.
5. Take a field trip to the community's water plant and talk with local water department officials. Observe measures taken to insure a pure water supply and precautions taken to guard against water pollution.

Unit Topic: <u>History of Our Town</u>

Suggested Activities:

1. When planning field trips to places of local historical interest, decide on necessary rules and regulations concerning behavior and conduct on the trip. Discuss possible consequences if rules are not followed.
2. Find out what some of the laws were when the town was very young, e.g., laws concerning use of firearms, trapping and hunting rights, horse traffic on Main Street, etc. Discuss why such laws

were necessary then but are no longer needed. Compare to some present-day laws such as speed limits in town, zoning regulations, etc.

3. Plan a fun session with some old "blue laws." Visit the city hall or courthouse to look for old code books and records.

Unit Topic: Post Office

Suggested Activities:

1. When mailing a thank-you letter to a resource speaker, discuss the need for correct postage. Talk about what will happen if no stamps are put on letters or if too little postage is used.
2. Explain what is meant by the term, "tampering with the mail." Discuss that this is a Federal offense.

Unit Topic: Television

Suggested Activities:

1. Discuss family rules and regulations concerning TV curfews, programs to watch, etc. Talk about how disagreements are settled, compromises that are decided upon, etc.
2. When reviewing favorite programs, bring out the role of the ranch foreman or ship commander. Discuss his position of authority, why this is necessary, etc.

Unit Topic: Food

Suggested Activities:

1. Select one food item from the school hot lunch menu, e.g., milk. Make charts showing how laws protect the people who consume this food product by regulating sanitary conditions, etc., from

the dairy farm, to the dairy that bottles it, to the school lunch program that serves it to the students.

2. Visit local restaurants and food stores to find out what rules and regulations they must follow when preparing and handling food. Discuss how these regulations are enforced, e.g., who conducts periodic inspections, how often they are inspected, what kinds of things the inspector checks on, etc.

SYSTEMATIC TEACHING OF INFORMATION ON LAW AND AUTHORITY

The opportunities to capitalize on incidental situations in teaching information relative to law and authority are numerous. While the teacher should incorporate such experiences into her program, it is at least equally important to plan for the sequential and systematic teaching of certain legal requirements of life. Penny states, "In addition to research findings, authorities in the area of education and law have increasingly suggested the need for direct teaching of our laws. Within the last year articles have appeared by Brodvelt in The Grade Teacher, by Joyce in The Instructor, and by Denvir in the Catholic School Journal stressing to teachers the need for planned instruction to increase knowledge of the law."[2]

Because structured programs on this particular topic are not available for the educable mentally retarded, teachers will find it necessary to formulate their own materials. Life Experience Units represent a meaningful method through which content in this area of social studies can be organized. It is the practice of SECDC to include Starter Units in curriculum publications related to instructional areas in which teachers will most likely be teaching units. Certain unit topics provide good vehicles for systematic teaching pertaining to law and authority. At the primary age level a unit on Safety which emphasizes the importance of following rules, of being concerned about other people's well-being, etc., will contribute to the formation of habits of lawful obedience. A unit on Bike Riding at the intermediate age level can include instruction in traffic laws, licensing requirements, and respect for

[2]Ibid., 7.

other people's property. At the advanced level a unit on Understanding the Law could be taught. This topic could deal with specific teaching of the laws of society that directly affect individuals in their daily living.

Starter Units will be developed in accordance with the Guidelines for the Development of Life Experience Units, distributed by SECDC in May, 1967. In general they will include the completed preliminary steps plus approximately ten lessons. Sufficient information will be included to allow the teacher to complete the unit utilizing her own ideas and gearing the activities to the specific needs of her group.

Teachers vary in the techniques they use in introducing units just as they differ in how they organize the content of units. Consequently the sample lessons are not necessarily suggestions for the first lesson to be taught. Teachers are encouraged to use the starter units as the basis for developing more comprehensive units.

Three illustrative starter units are included in this publication. Safety, Bike Riding and Understanding the Law are the unit topics. These starter units are not inclusive nor exhaustive. It should be noted that various aspects of the unit topics do not lend themselves directly to the teaching of respect for law and authority and consequently are not included. It is hoped that the suggested activities therefore will serve as a stimulus to teachers as they devise their own teaching techniques.

STARTER UNIT
... PRIMARY LEVEL...

SAFETY-
AN OPPORTUNITY TO TEACH RESPECT FOR LAW AND AUTHORITY

STARTER UNIT

PRIMARY LEVEL

Safety - An Opportunity to Teach Respect for Law and Authority

STEP I: SELECTION OF UNIT

A unit on safety at the primary level provides an opportunity to present various fundamental concepts upon which the laws of our society are based. By learning safety rules students can be led to see that rules or laws are made to help protect people and property and that each individual has a responsibility for his own safety and the safety of others. Respect for authority can be developed through consideration of those people who help enforce safety rules.

STEP II. SUB-UNITS

A. Fire Prevention
B. The Community
C. School Orientation
D. Newspaper
E. Telephone
F. Home and Family
G. Community Helpers
H. Property Rights

STEP III. GENERAL OBJECTIVES

A. To help the student become aware of specific safety rules.
B. To help students develop an understanding that safety rules help protect physical well-being as well as property.
C. To help students become aware of the responsibility of each individual in following safety rules.

D. To develop an appreciation of those people in authority who enforce safety rules.

STEP IV. CORE AREA ACTIVITIES

A. Arithmetic Activities

1. Discuss in general terms how expensive accidents can be, e.g., paying the doctor bill when he has to take care of a person who has been injured, repairing or replacing buildings that have been damaged by fires, replacing toys, etc., that got broken when someone trips over them, paying a hospital bill when someone is hurt seriously, etc.
2. Draw maps of the school showing where the fire alarm is located, where the fire escapes are, where the fire extinguishers are, etc.
3. Find out in general terms how the local fire department is financed, e.g., taxes, charges made for answering calls, etc.

B. Social Competency Activities

1. Look at newspaper pictures and stories about fires caused by children playing with matches. Discuss the result of someone not following a safety rule, e.g., damage to someone's property, possible injury or death to the children involved as well as to other people, etc.
2. Dramatize the adventures of a puppet who does not see why following safety rules is important. Show what happens to him, to other people, to people's property, etc., when safety rules are not obeyed.
3. Prepare a series of transparencies entitled, "People Who Help Us Follow Safety Rules." Include parents, teachers, school nurse, school bus drivers, the school bus inspector, and the state

fire marshal.

4. Ask the school bus inspector and the fire marshal to show and explain to the children how they inspect the buses and school building and what important safety rules they help enforce.
5. Discuss notifying an adult immediately if an emergency arises. Dramatize situations at home, at school, in the neighborhood, etc., where children must find help quickly.
6. Discuss that sometimes adults do not follow safety rules. Find newspaper stories of accidents caused by adult carelessness such as trash fires getting out of control, children suffocating in old refrigerators that have been left sitting around, fires resulting from someone smoking in bed, etc. Point out the often tragic effect of one person's carelessness on other people's lives.
7. Discuss each important safety rule. On a large chart, write sentences under the following headings: Me, Other People, My Things, Other People's Things. Tell what might happen if each safety rule were not followed.
8. Arrange to have a child visit the class who had been injured in an accident caused by carelessness (e.g., a serious cut caused by running with a pair of sharp scissors). Have him tell how the accident happened, the effects of the injury, etc.
9. Dramatize what would happen if even one person does not do what they're supposed to do during a fire drill. Discuss that if each child is responsible for following the rules the evacuation will be orderly and safe.

C. Communications Skills Activities

1. Look for the word POISON and the picture of a skull and crossbones on cans and bottles of household cleaners, bleaches, garden sprays, kerosene, etc.
2. Make signs listing emergency telephone numbers, e.g., fire department, police station, doctor office. Discuss posting these signs by the telephone; send home with each student.
3. Make safety signs and tape record warning signals such as fire alarm bells, railroad crossing signals, police sirens, etc.
4. Read books and stories about safety; collect and display safety posters and pamphlets.
5. Make booklets and include important safety rules. Draw pictures to illustrate each rule.

D. Safety Activities

1. Learn how to turn in a fire alarm. Dramatize calling the fire department on the telephone, turning in an alarm from a public alarm box, etc.
2. Develop a bulletin board display. List each important safety rule and draw pictures to illustrate.
3. Discuss and dramatize proper procedures to follow during a fire drill at school.
4. Write experience charts about the importance of a family planning and practicing escape routes if their home should catch on fire. Send copies of the charts to the parents.
5. Learn how to remove a fire extinguisher from its bracket and how to operate it.

Charts and pictures

Art supplies

Old Magazines and catalogs

Newspapers

Hand puppets

Overhead projector; transparencies

Movie projector; films

Tape recorder; tapes

Bulletin boards

STEP V: RESOURCE MATERIALS

Resource speakers - fire marshal, school bus driver, school bus inspector, child who has been injured in an accident.

Safety posters, pamphlets, books

Household cleaners, bleaches, etc.

Bottles of aspirin, cough medicine, etc.

Telephone and telephone directory

Safety signs

Fire extinguishers

Fire alarm box

STEP VI: VOCABULARY

EXIT	electric cords	DANGER	laws	emergency
fire escape	electric outlet	STOP	safety rules	trash
fire drill	plastic bag	GO	property	junk
fire extinguisher	medicine	CAUTION	injury	matches
inspector	aspirin	KEEP OUT	damage	cigarettes
fire marshal	POISON	CAREFUL	accident	smoking
fire department	skull and crossbones	HANDS OFF	serious	brand names of household cleansers, bleaches, sprays, etc.
stove	DO NOT TOUCH	ALARM	careless	
furnace	siren	rules	tetnus shot	

telephone operator warning signal ambulance parents teachers school bus driver school nurse

STEP VII: LESSON PLANS

Sample lesson plans for ten lessons are included in this starter unit. These lessons do not attempt to cover the entire unit topic but rather should serve as a guide for the teacher.

The first lesson suggests how the unit may be introduced and is concerned with the first general objective of the unit, A. To help the student become aware of specific safety rules. This objective is not developed fully in this lesson, however. Additional lessons dealing with safety at school, on the school bus, when walking, etc. could be devised.

The next three lessons cover the general objective, B. To develop the understanding that safety rules help protect physical well-being as well as property.

The next six lessons are all lettered D and are concerned with teaching the last objective, D. To develop an appreciation of those people in authority who help enforce safety rules.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
A. To help the student become aware of specific safety rules 1. Safety rules at home	1. Introduce the unit by arranging to have a child visit the class who had been injured in an accident caused by carelessness (e.g., a serious cut caused by running with a pair of sharp scissors). Have him tell how the accident happened, how he was injured, what medical attention or hospitalization was required, any permanent damage that resulted, etc.	Resource person - a child who had been injured in an accident	Safety Rules Safety rules tell us things we should or should not do. We should follow safety rules so we won't have accidents and get hurt.
	2. Discuss that some accidents are not very serious - a small scratch or bruise may be the only result. But other accidents can cause serious injury or even death. Stress that every accident has the potential of being serious. Ask, "Are there some things we can do so accidents won't happen to us?" Show a picture of a cartoon-type character and suggest that she can help us learn how to follow safety rules so we won't have accidents and get hurt. Put the picture on the bulletin board and discuss the caption. On the bulletin board also display pictures of various rooms in a house. With colored yarn, draw outlines of the rooms, the roof of the house, etc. Have Safe Living Lil visit each room in the house and tell an important safety rule that should be followed. Write these rules on strips of oaktag and mount on bulletin board: Put toys away. Be careful of broken glass. Don't play with cans of cleaner or spray. Do not play with matches. Stay away from the stove. Do not play with electric cords. Do not play with knives or scissors. Do not put a plastic bag over your head. Do not get into old refrigerators. Don't take medicine by yourself.	Bulletin board Picture of "Safe Living Lil" - (see Appendix, P. 104. Caption: Does Safe Living Lil Live at Your House? Pictures from magazines of a kitchen, stairway, bathroom, bedroom, living room, back porch. Colored yarn Oaktag sentence strips Magic markers	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	3. Write experience chart and read orally. 4. Seatwork: Begin to make booklets about important safety rules. Duplicate each rule on a worksheet. Have students find pictures of one or two things in magazines, e.g., a kitchen stove, cans of Drano or Raid, a medicine cabinet, etc. Cut out and paste onto the worksheets; finish pictures with crayons. 5. Vocabulary: accident, hurt, serious, safety, rules, follow, cleaner, spray, matches, electric cords, medicine, plastic bag	Chart paper Picture of a child putting toys away; mount on experience chart Ditto masters Old magazines Crayons	
B. To help students develop an understanding that safety rules help protect physical well-being as well as property	1. Dramatize the adventures of a puppet who does not see why following safety rules is important. Tell the following story: "Careless Carl was supposed to pick up his wagon and truck and other toys but he didn't want to. His mother said someone would trip over them and fall if he left them all over the floor, but Careless Carl didn't pay any attention. He went to the kitchen to get a dish of potato chips to eat while he watched Captain Kangaroo. When he went back in the living room he stepped on the wagon and fell down. The dish flew across the room and broke. Mother started to clean up the broken glass when she cut herself and had to go get a band-aid. She told Careless Carl that he better go outside to play - but to be careful. "Of course Careless Carl wasn't careful outside either, though. He and his neighbor Silly Sam started to play war in the back yard. Careless Carl had been told not to play with sharp sticks or knives but he didn't pay any	Hand puppet	<u>Getting Hurt</u> When we don't follow safety rules we might get hurt ourselves. Sometimes if we're careless it can make other people get hurt, too. Sometimes things that belong to other people can get broken or damaged when we're careless.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	attention. They got some long sticks to use for guns and a couple of old hunting knives to use as bayonets. They were playing that the enemy was hiding in Mr. Hardy's garage next door and they charged forward with their guns and bayonets as fast as they could. The garage door didn't come open like they thought it would. One stick pushed through a window and broke it and cut Silly Sam a little bit. The knife slipped and cut Careless Carl's arm very badly. "Mother had to call the ambulance to take Careless Carl to the hospital. His arm was cut so badly the police had to drive along and turn on their siren so they could get to the hospital in a hurry. "Careless Carl had to stay in the hospital for awhile. One day he decided to play horses and cowboy. He tied the electric cord from the lamp to the bed and started pulling on it. Of course his mother always told him not to play with electric cords but Careless Carl didn't pay any attention. The cord caused a short circuit and a fire started, burning the sheets on the hospital bed. A nurse smelled the smoke and turned in the fire alarm. "The people who were in the hospital all had to be taken outside while the firemen came and put out the fire. Carless Carl's hospital room was all burned and some other rooms got all smoky and wet. What a mess Careless Carl caused!"		

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	2. Make a list of all the people who were involved because of Carl's carelessness, e.g., his mother when she cut herself on the broken dish, Mr. Hardy, the neighbor, when his garage window was broken, Silly Sam when he was cut on the broken window, the police and ambulance driver who had to take Careless Carl to the hospital, the doctors and nurses who took care of Carl, the people in the hospital who had to be moved outside when the fire broke out, the firemen who came to put out the fire, the people who had to clean up the rooms and repaint and fix the room where the fire was, etc.	Chalkboard	
	3. Write experience chart and read orally.	Chart paper Picture of a child with a bandage; mount on experience chart	
	4. Seatwork: Assemble the experience charts to make a large class book. Make covers; print the unit title, Safety Rules, and paint pictures to decorate. Fasten the book together with large brass fasteners; add charts from succeeding lessons.	Experience charts Large sheets of oaktag Tempera paints Brass fasteners	
	5. Vocabulary: damage, careless, ambulance, siren		
B. Safety rules help protect physical well-being and property, (Con't.)	1. Review the actions of Careless Carl who didn't like to follow safety rules. Ask, "Why do we have safety rules like Don't Play With Knives?" Bring out that we have rules like these to help keep us and other people from getting hurt or killed. Safety rules also help keep things that belong to people from getting damaged. Discuss why people might not follow safety rules. Point out	Hand puppet	Why We Have Safety Rules We have safety rules to help us keep from getting hurt or killed. Rules also help keep things that belong to people

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	that small children just haven't learned how dangerous some things are and that they need to be taught about safety rules and why they are important.		from getting damaged. Little kids need to be taught safety rules. They may think that doing dangerous things are fun.
	2. Discuss that sometimes adults do not follow safety rules even though they should know better. Display newspaper pictures and stories of accidents that have been caused by adult carelessness. Examples might be property damage due to trash fires burning out of control, children suffocating in old refrigerators that have been left sitting around, fires resulting from someone smoking in bed, etc. Point out the often tragic effect of one person's carelessness on other people's lives.	Newspaper pictures and stories	Sometimes grown up people don't follow safety rules. Being careless can hurt a lot of people.
	3. Let the children dramatize a situation with the hand puppet, this time showing how Careless Carl can become Careful Carl. Compare the results of being careless or being careful.	Hand puppet	
	4. Write experience chart and read orally.	Chart paper	
	5. Seatwork: Draw "before" and "after" pictures of Careless Carl and Careful Carl. Show and discuss the pictures.	Picture of a small child; mount on experience chart	
	6. Vocabulary: dangerous, careful	Newsprint Crayons	
B. Safety rules help protect physical well-being	1. On a large chart write the caption, What If There Were No Safety Rules? Write the following headings under the caption: Me, Other People, My Things, Other People's Things. Refer to the bulletin board display prepared for the first lesson of the unit. Discuss	Large chart paper Magic Markers Bulletin board display of safety rules in the home	If Nobody Did If there were no safety rules things could be a real mess. We could get hurt and

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
and property (Con't.)	each safety rule and talk about what might happen if nobody followed the rule. Write a sentence under each heading on the chart. Examples might be: "What if nobody put their toys away?" Me: I could fall down. Other People: They might break an arm. My Things: My toys could get broken. Other People's Things: If I stepped on somebody else's toys they might break. "What if everybody played with matches?" Me: I could get burned. Other People: They might get burned bad enough to die. My Things: My house might burn down. Other People's Things: Stores and hospitals and schools might burn down. "What if everybody played with the stove?" Me: I might pull off a hot pan and get burned. Other People: Some hot water might splash on them. My Things: My clothes could get all covered with food from the stove. Other People's Things: A fire might start and burn the kitchen.		and so could other people. Sometimes if one person is careless it can make others get hurt, too. If people don't follow safety rules toys and houses and other things might be ruined.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	2. View films on safety. Summarize and discuss. 3. Write experience chart and read orally. Put chart in class book. 4. Seatwork: Duplicate experience chart story, leaving blanks for the following words: safety, rules, follow, hurt, careless, people Children are to write in the missing words, referring to experience chart. Draw pictures to illustrate story.	Films: Safe Living at Home, U-3598 Safe Living at School, U-2671 Primary Safety In The School Building U-4318. Available from Audiovisual Center, The University of Iowa, Iowa City, Iowa, 52240. Additional Resource Material: Books: Let's Find Out About Safety, Martha and Charles Shapp; Franklin Watts, Inc.: New York, 1964. Let's Find Out What the Signs Say; Martha and Charles Shapp; Franklin Watts, Inc., New York, 1959. Safety Can Be Fun, Munro Leaf; J.B. Lippincott Co.: New York, 1938. Free and Inexpensive Materials -	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
		Here's How; American Mutual Insurance Alliance, 20 N. Wacker St.: Chicago, Ill. 60606 Kit of Safety and Health Media for Teachers: Employers Mutual of Wausau: Wausau, Wisconsin, 54401 Safety Posters; NEA, National Commission on Safety Education, 1201 - 16th. St., N.W., Washington, D.C., 20036. Basic Knowledge Kit - Safety Kit, No. 10-2092; Rand McNally & Co.: Chicago, Ill. 60680	
D. To develop an appreciation of those people in authority who help enforce safety rules. 1. Parents	1. Review the previously developed lessons by re-reading the experience charts in the big class book. Discuss again the reasons why we have safety rules, why they're important, what might happen if people don't follow safety rules, etc. Ask, "Who helps us by seeing that we follow safety rules?" Bring out that there are several different people who see that we follow safety rules and do the things we're supposed to. Show the title	Big class book of experience charts	Parents Help Us There are people who help us by seeing that we follow safety rules. Our parents help us follow safety rules at home. They want us to be careful so we won't hurt ourselves.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	picture of the series of transparencies, People Who Help Us Follow Safety Rules. Discuss, "We're going to be talking about some people who help us. They help us because they make us follow safety rules. Sometimes we may not like to have to do what they say, but they want us to follow safety rules so we won't hurt ourselves." Project the transparency which is entitled, Parents and discuss how parents enforce safety rules in the home. 2. Dramatize situations where parents help enforce safety rules, e.g., in the kitchen, in the basement, in the yard, in the car, downtown in a store, etc. Let children assume various roles and show the concern of parents for the well-being of the children, the reasons why children sometimes do not want to follow the rules, and the possible consequences if rules are not obeyed. 3. Write experience chart and read orally. Put chart in class book. 4. Seatwork: Begin to make a mural about People Who Help Us Follow Safety Rules. Draw pictures of parents enforcing safety rules at home, in a car, downtown. Label the pictures. 5. Vocabulary: parents, home	Overhead projector Series of transparencies showing people who help enforce safety rules. (See Appendix, pages 105-111. Transparency, See Appendix, page 106. Chart paper Picture of a family in a home; mount on experience chart. Kraft paper Tempera paint Magic markers	Safety rules are for our own good.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
D. People who help enforce safety rules (Con't.) 2. Teachers	1. Project the transparency which is entitled, Teachers. Discuss the safety rules that teachers help us follow in the school building and on the playground. Talk about why teachers sometimes won't let us do things we want to, like run in the halls or play on the fire escape. Stress that part of the teacher's job is to see that children do not get hurt. Show the school schedule which lists the names of teachers who are on playground and hall duty. 2. Dramatize situations at school in which teachers enforce safety rules. By role-playing, put the children in a position to experience some of the responsibilities of people who are in authority. Continue to stress what would happen if no one enforced safety rules and people could do anything they wanted to. 3. Write experience chart and read orally. Add chart to the big class book. 4. Seatwork: Continue work on the mural about people who enforce safety rules. Draw pictures of teachers at school enforcing safety rules on the playground and in the school building. Label the pictures. 5. Vocabulary: teachers, school	Overhead projector Transparency, See Appendix, page 107. Playground and hall supervision schedules Chart paper Picture of a teacher at school; mount on experience chart Mural Tempera paint Magic markers	Teachers Help Us Teachers help us by making us follow safety rules at school. This is part of their job. They want us to walk in the halls and other things so people won't get hurt. They don't make us follow rules just to be mean.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
D. People who help enforce safety rules (Con't.) 3. School bus driver	1. Show the transparency of the school bus driver and discuss how he helps children follow safety rules. Stress how very important safety rules are on the school bus and why the bus driver must insist that all the children follow the rules. 2. Arrange for a school bus driver to visit the class and talk to the children. Discuss what a big job the driver has - he has to think about driving the bus as well as helping children be careful and safe. 3. Dramatize riding on a school bus and taking each child to his home. Show how one careless person can jeopardize everyone on the bus and why the bus driver must enforce the rules for the good of all the children. 4. Write experience chart and read orally. Add chart to the big class book. 5. Seatwork: Continue work on the mural, adding pictures of a bus driver driving a school bus full of children. Label the pictures. 6. Vocabulary: school bus driver	Overhead projector Transparency, See Appendix, page 108. Resource speaker - school bus driver Chart paper Picture of a person driving a school bus; mount on experience chart Mural Tempera paint Magic markers	School Bus Drivers Help Us Safety rules have to be followed on the school bus. If they're not, someone might get killed. The bus driver helps us follow the rules. He does this so we won't get hurt.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
D. People who help enforce safety rules (Con't.) 4. School nurse	1. Display the transparency showing the school nurse. Explain that one of the ways the nurse helps us is to see that we all get certain shots. Suggest that children arrange to visit the nurse in her office so she can explain. Have her tell about the immunizations that children must have before they come to school (e.g., smallpox vaccination); requiring a doctor's consent for a child to come back to school after having a contagious disease, etc. Show examples of the forms used for recording such information. Bring out that such rules help protect other people at school from becoming ill. 2. Write experience chart and read orally. 3. Seatwork: Continue on mural, showing pictures of the school nurse. Label. 4. Vocabulary: school nurse, shots.	Overhead projector Transparency, See Appendix page 109 Visit to the school nurse's office. Various immunization forms, etc. Chart paper Picture of a nurse to put on experience chart Mural Tempera paint Magic markers	<u>The School Nurse Helps Us</u> The school nurse helps us by seeing that some rules are followed. People have to have certain shots before they come to school. If somebody has had something like measles they may have to get a doctor to say its alright to come back to school. The nurse makes us follow these rules so other people won't get sick.
D. People who help enforce safety rules (Cont.) 5. School bus inspector	1. Explain that there are some rules that are called laws that says the school has to make sure all the school buses are safe. This is so all the buses will work right and there won't be an accident because something was wrong with the bus. These rules have been made to help keep children who are riding on the bus from getting hurt. To make sure the school obeys these laws, a man called a school bus inspector comes around every year to look at the buses. Show the transparency entitled	Overhead projector Transparency, see Appendix, page 110.	<u>The School Bus Inspector</u> There are rules which say school buses have to work right. This is so there won't be an accident where kids could get hurt. The school bus inspector checks all the buses.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
	<u>School Bus Inspector</u> and discuss that this man comes to our school and other schools also to check over all the buses. If the inspector finds something wrong with the buses he tells the school they have to fix them.		He sees that schools follows the rules so they will have safe buses.
	2. Arrange to meet the school bus inspector at the school garage where the buses are kept. Have him show the children the kinds of things he checks on, e.g., doors open properly, windshield wipers in good working order, etc. Have him explain how these things contribute to the safety of the children who ride on the bus.	Resource person - school bus inspector from the Iowa State Department of Public Instruction	
	3. Write experience chart and read orally. Put chart in the big class book.	Chart paper	
	4. Seatwork: Continue working on the mural, adding pictures of a school bus inspector checking buses. Label pictures.	Picture of a school bus to put on experience chart.	
	5. Vocabulary: School bus inspector, check, laws	Mural Tempera paint Magic markers	
D. People who help enforce safety rules (Con'd.) 6. Fire Marshal	1. Ask, "Remember when we talked about the school bus inspector and we said there were some laws that say a school has to keep their school buses safe. Today we're going to talk about some other rules or laws that the school has to follow. These laws say a school building has to have good fire escapes, enough fire extinguishers, a bell that can be rung if a fire does start in the schoolhouse, etc. The reasons for having these laws is to help		<u>The Fire Marshal</u> There are laws which say the school building has to be as safe as possible so there won't be fires. The fire marshal comes around to all the schools to check

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	keep children and teachers safe. By following these laws schools help to keep a fire from starting in the building, or if a fire does start to make sure everyone can get out of the building without getting hurt.		the fire escapes and other things. He sees if the schools are following the laws.
	"The person who checks to see if the school follows these laws is called the fire marshal." Show the transparency of the fire marshal and discuss the things he is looking at.	Overhead projector Transparency, See Appendix, page 111.	
	2. Make arrangements to have the fire marshal meet with the children and take them on a tour of the building. Have him show the kinds of things he checks on, the forms he fills out, why the law requires such things as fire escapes, etc. Stress that the fire marshal's job is to see that the school follows the law about keeping the building as safe as possible.	Resource person - state fire marshal	
	3. Write experience chart and read orally. Review by showing the entire series of transparencies about People Who Help Us Follow Safety Rules and re-reading experience charts.	Chart paper Picture of a fire escape or fire extinguisher; mount on experience chart	
	4. Seatwork: Conclude work on mural, adding pictures of the fire marshal checking things in the school building. Label the pictures.	Mural Tempera paint Magic markers	
	5. Vocabulary: fire marshal, check		

STARTER UNIT
...INTERMEDIATE LEVEL...

BIKE RIDING - AN OPPORTUNITY TO TEACH RESPECT FOR LAW AND AUTHORITY

STARTER UNIT

INTERMEDIATE LEVEL

Bike Riding - An Opportunity to Teach Respect for Law and Authority

STEP I. SELECTION OF UNIT

This unit topic can serve as an effective tool in the initial teaching of basic respect for law and authority. Through learning about traffic and safety rules which are relevant for safe bicycle riding, important groundwork is laid for future decisions relative to the law. For example, most educable youth will later drive cars or operate machinery which are subjected to traffic laws. Licensing regulations can become a real learning experience for students when they actually register their own bikes. An understanding of property rights, the role of law authorities, and court proceedings can evolve from discussions of bicycle theft and its ramifications.

STEP II. SUB-UNITS

A. Transportation

B. Traffic Laws

C. Safety

D. Courtesy and Respect for Others

E. Licensing Regulations

F. Property Rights

G. Law Enforcement Authorities

H. Juvenile Courts

STEP III. GENERAL OBJECTIVES

A. To help pupils appreciate that bicycle riding is an appropriate and acceptable mode of transportation for this age group

B. To teach knowledge of and respect for traffic laws and safety rules when riding a bike.

C. To teach courtesy toward others using the same form of transportation

D. To help pupils understand state and local bicycle licensing regulations

E. To help pupils understand the importance of keeping a bike in good mechanical order

F. To help pupils develop a basic understanding of property rights

G. To help pupils understand and respect the role of law enforcement authorities

H. To help pupils gain some understanding of juvenile court proceedings

STEP IV. CORE AREA ACTIVITIES

A. Arithmetic Activities

1. Find out the fee that is charged for registering bicycles.

2. Compile a price list showing the cost of various bicycle parts, tires, repairs. Have students get this information from mail order catalogs, hardware stores, service stations, repair shops, etc.

3. Have pupils license their bikes and record the registration numbers.

4. Discuss the period of time for which a bike license is issued.

5. Use a tire pressure guage to read the number of pounds of pressure in a bicycle tire.

B. Social Competency Activities

1. Discuss the circumstances when a bike is used by the students as a means of getting to various places. Find pictures in magazines of a school, store, ball game, etc. to illustrate the previously mentioned situations.

2. Make a list of bike safety and traffic rules. Try to determine the reasons for these rules and write sentences telling why each is important.

3. Dramatize proper behavior and etiquette when riding bikes, e.g., not crowding another rider off the road, waiting your turn to get your bike from the parking rack after school, etc.
4. Take a field trip to the City Hall and complete the necessary procedures for licensing a bicycle.
5. Determine what constitutes ownership. Make charts listing some things owned by individual students, some things owned by their families, some things owned by the school, some things owned by the city.
6. Prepare a "science fiction" story about a city where all property rights were abolished. Assign various character parts to students and tape record the story.
7. Paint a series of pictures on a long strip of craft paper; use a large box as a screen for this "movie." Entitle it, "One Day in the Life of Sergeant Johnson." Develop a narrative to accompany the pictures.
8. Present a case history involving a bicycle theft. Investigate the case including the theft, the apprehension of the offender, the legal proceedings involved, etc.
9. Visit a juvenile court judge; talk with him and the probation officer.

C. Communicative Skills Activities

1. Make a Bicycle Safety Inspection Check List.
2. Compile lists of bicycle traffic and safety rules.
3. Prepare questions to ask the juvenile court judge and probation officer.
4. Fill out the necessary forms for licensing a bike.

5. Write thank you letters to resource speakers.

6. Write labels and captions for a bulletin board display showing the various parts of a bike.

7. Listen to tape recordings of case histories and stories.

8. Practice recognizing the shapes of traffic signs and reading the words printed on them.

D. Safety Activities

1. Practice using hand signals and discuss when to use them.

2. Dramatize following traffic rules when riding a bike.

3. Dramatize what might happen if there were no regulations and everyone rode a bike just as he pleased. Compare to the dramatization when traffic rules were followed.

4. Discuss the safety aspects of various traffic regulations, e.g., stop signs are placed at intersections to help prevent collisions, an ambulance uses its siren to clear traffic so it won't be involved in an accident, etc.

5. Discuss and write experience charts about the importance of having a bike in good mechanical condition and properly equipped. Talk about possible consequences if the brakes do not work, if the chain slips, if the handlebars are loose, etc.

STEP V. RESOURCE MATERIAL

Bulletin boards	Tape recorders		
Bicycle safety posters and brochures	Camera and film	Experience charts	Tire pressure gauge
Bicycle registration forms	Pictures of traffic signs	Art supplies	Bicycles and repair parts
Magazines and mail order catalogs	Resource speakers	Overhead projector	

Field trips to City Hall, to a juvenile judge's chambers

STEP VI. VOCABULARY

traffic
safety
laws
rules
repair
headlight
frame
spoke
damage
steal
permission
hand signals
stop
do not walk
right side of the street
borrow
owner

permission
loan
orderly
regulations
respect
property
ownership
belong
property rights
taxes
mechanical
tail-light
handlebars
fender
legal
intersection
no parking

one way
single file
license
register
fee
law enforcement
authority
inspection
reflector
chain
bike stand
delinquent
pedestrian
speed limit
no passing zone
return
possession

refuse
right-of-way
juvenile court
judge
probation officer
county attorney
pressure
brakes
sprocket
theft
traffic light
school
weave
hitch
bike racks

STEP VII. LESSON PLANS

Sample lesson plans for nine lessons are included in this starter unit. These lessons do not attempt to cover the entire unit topic but rather should serve as a guide for the teacher.

The introductory lessons are not included. Rather, the first three lessons cover the second general unit objective, B. To teach knowledge of and respect for traffic laws and safety rules when riding a bike.

The next four lessons are all lettered F and are concerned with teaching the sixth general objective, F. To help pupils develop a basic understanding of property rights.

Part of the final general objective, H. To help pupils gain some understanding of juvenile court proceedings, is developed in the last lesson plan.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
B. To teach knowledge of and respect for traffic laws and safety rules when riding a bike 1. To teach awareness of relevant laws and rules	1. Make plans for a dramatization of students riding bikes to school. Arrange the classroom to represent the area around the school building. Mark out streets, areas where buses load and unload, the area where bike racks are located, etc. Suggest that all laws, rules and regulations be abandoned and that people may ride their bikes any way they want to. Dramatize the situation and evaluate the result. Discuss what happens when there are no rules to govern the way people act. If weather permits this activity may be conducted on the playground. 2. Dramatize riding to school on bicycles again, this time following traffic rules and being careful of other people. Compare the two dramatizations and decide which situation is the most preferable. 3. Suggest, "If rules and regulations help make bike riding safer and more fun, perhaps we should discuss what rules and traffic laws are important for us to know when we're riding our bikes." Let students suggest rules they think are important; using a grease pencil on a clear plastic transparency, write the rules on the overhead projector as they are contributed. Guide the discussion to include a listing similar to the following: a. Ride in the street and not on the sidewalk b. Stop at all stop signs or traffic lights c. Signal before you turn a corner (illustrate correct hand signals) d. Don't ride two on a bike e. Hang on to the handlebars f. Stay on the right side of the street and ride near the curb	Overhead projector Clear plastic transparencies Grease pencil Addition Resource Materials: <u>The Bike Lesson</u>, Stan & Jan Berenstain, Beginner Books, Random House, Inc., N. Y., 1964. <u>Bicycle Songs of Safety</u>, Jill and Lawrence Grossman, Holt, Rhinehart,	<u>Bike Rules</u> Rules and laws and regulations help make bike riding safe and fun. If there weren't any rules, people might hit your bike. People might leave their bikes on the playground and someone could get hurt. Bicycle rules help keep the streets and schoolground from being a big mess. They help keep them safe and orderly.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	g. Don't weave around h. Ride single file i. Use a headlight at night and have a reflector on the back fender j. Slow down, look and listen at all intersections and driveways k. Give the right-of-way to people who are walking and to cars and trucks l. Do not hitch rides on the back of trucks or cars m. Get off and walk across the street when there is a lot of traffic n. Park in the right places and in the right way 4. Write experience chart and read orally. Then select a student to read the story and tape record it. 5. Seatwork: Draw pictures to illustrate each bicycle rule. Write the rules on sentence strips. Mount pictures and rules on a bulletin board. 6. Vocabulary: rules, laws, regulations, traffic, stop signs, traffic lights, signal, handlebars, right side of the street, weave, single file, headlight, reflector, fender, intersection, right-of-way, hitch, park, bike racks, orderly	& Winston, Inc., N. Y., 1964. Stone Age Rules of the Road and Two-Wheeled Wisdom, available from American Motorcycle Association, 5030 N. High St., Columbus, Ohio, 43214 Bicycle Blue Book, available from Goodyear Tire and Rubber Co., Public Relations Dept., 1144 E. Market St., Akron, Ohio, 44316. Bicycle Safety Tests, Bike Guide Quiz, Bike Safety Posters, Bike Fun, How to Plan Successful Bike Safety Programs, Safety League Membership Card, available from Bicycle Institute of America, 122 E. 42nd. St., New York, N.Y., 10017. Bulletin Board Chart paper	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
		Picture of a bike rider; mount on experience chart Tape recorder Newsprint Crayons Oaktag sentence strips	
B. Traffic laws and safety rules (Con't.) 2. To help pupils understand the reasons for specific bicycle rules	1. Call attention to the bulletin board display of pictures and sentences about bike rules. Consider each specific rule and discuss the reasons for the rule and why each is important. Examples of the kinds of discussions are: (a) "Ride in the street and not on the sidewalk." Bring out that this should be followed so the bike won't run into people who are walking along the sidewalk, or push them off onto the grass. This is important so people won't get hurt. The sidewalk is supposed to be for people who are walking. The street is for bikes or cars that can go faster. Pedestrians, or people who are walking, have a right to walk along without being afraid of getting pushed off onto the grass. (b) For the rule "Park in the right places and in the right way" discuss that if a bike is propped up against the bike rack instead of placed in the rack as it should be it could fall down on top of someone else's bike and break it. If a bike is left on a sidewalk or yard or in the middle of the playground someone might fall over it and get hurt. (c) For the rule "Don't weave around" bring out that the rider might lose control of the bike and fall off and get hurt. If a car is following someone who is weaving back and forth it can't pass the bike.	Bulletin board display developed in previous lesson	Reasons for Rules and Laws Rules and laws aren't made just to be mean to people. The reasons for having them are to help people keep safe and happy. If we try to figure out the reasons for rules and laws it helps us to see the importance of following them.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	2. Show the class a chart entitled Why We Have Rules and Laws. (Make chart, using a large sheet of oaktag. Cut a series of flaps and paste pieces of paper behind each "window." In these spaces write the following sentences): a. Rules and laws help keep people from getting hurt. b. Rules and laws help keep people's things from getting broken or stolen. c. Rules and laws help keep things from getting all mixed up. d. Rules and laws help make sure everyone has the right to do what he wants as long as it doesn't hurt someone else. Open the flaps one at a time and read and discuss each sentence. Pick out examples of bike rules that illustrate each sentence, e.g., riding a bike in the street and keeping the sidewalk for pedestrians is an example of how laws help keep things from getting all mixed up. Think what would happen if there were no special place for cars and bikes to drive.	24"x36" sheet of oaktag Magic markers Pieces of newsprint Rubber cement Additional Resource Material: Film, Rules and Laws, U-3291, Audiovisual Center, University of Iowa, Iowa City, Iowa 52240 (A good film which shows the need for rules and how rules are made. Many concrete examples given.)	
	3. Write experience chart and read orally. Select a student to tape record the story.	Chart paper Picture of a bike rider signaling to turn; mount on experience chart Tape Recorder	
	4. Seatwork: Copy the sentences from the chart Why We Have Rules and Laws. Keep in individual student files.	Notebook paper File folders	
	5. Vocabulary: reason, important, follow, rights, pedestrians		

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
B. Traffic laws and safety rules (Con't.) 3. To help pupils understand and appreciate the need for enforcement of rules and laws	1. Review previous lesson by re-reading experience chart, Reasons for Rules and Laws. Discuss again what might happen if people don't follow and obey rules and laws. Ask, "Who helps us by seeing that we follow bike rules?" Bring out that parents help enforce the rules, that is, they say that rules and laws are to be followed. Also discuss how teachers or the principal enforce bike rules around the school building. Policemen help enforce traffic and bike laws when people ride bikes on the streets. 2. In an attempt to establish the idea that law or rule enforcement is for the good of all ask the following kinds of questions: a. "How do you feel when your parents tell you to go put your bike away when you have left it in the middle of the yard?" "Why do they tell you to do this?" "Do they have a right to make you do this even if you don't want to?" b. "What should a policeman do if he sees you ride through a busy intersection without stopping at a stop sign?" "Does he have a right to tell you how to act or what you should do? Why or why not?" "Should you stop at the stop sign if the policeman is there--but go through it if he isn't around? Why or why not?"	Experience chart	Enforcing the Rules Laws need to be enforced--someone has to have the authority to see that people follow the rules. Laws are enforced for the good of everybody. Parents, teachers, policemen, and other people help to see that we don't hurt ourselves or someone else. They want to help us and are not just being mean.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	3. Guide students in drawing generalizations from such a discussion and write experience chart. Tape record the story. Use the charts and tape recordings for review. 4. Seatwork: Write sentences defining the words <u>enforce</u> and <u>authority</u>. Write short paragraphs or draw pictures describing situations where someone in authority enforces a bicycle rule. 5. Vocabulary: enforce, authority	Chart paper Picture of a policeman; mount on experience chart Tape recorder Paper and pencils	
F. To help develop a basic understanding of property rights 1. To define the term "ownership"	1. Prepare a large chart; write the question, "Do you know what this word means?" In large prominent letters print the word "ownership." Display the chart for a period of time before calling specific attention to it. 2. During class time ask students if they have figured out the word and if they know what it means. Ellicit a definition such as "Ownership is when something belongs to you. You either bought it or someone gave it to you." Give opportunities for students to name some of the things they own. 3. Have students make charts using the following headings: Things that Belong to Me Things that Belong to my Family Things that Belong to my School	18"x24" sheet of oaktag Magic markers	<u>Ownership</u> The word <u>ownership</u> means something belongs to you. You may have bought it or someone may have given it to you. Some things belong just to us. Other things are owned by our family. School property is for all us students to use. Schools use tax money to buy things with. City property is paid for with tax money, too. Because we all pay taxes city property

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	Things that Belong to my City List on the first chart personal possessions such as pencils, clothes, bikes, etc. On the second chart list things such as the family car, house, television set, etc. Bring out that these things belong to all members of the family, but not to the neighbors, etc., who are not part of the family. Discuss what should be listed on the third chart. Bring out that things such as chalk, books, playground equipment, etc., are owned by the school. The school gets money to buy these things from taxes paid by people. Discuss examples of students paying sales tax when buying a bicycle tire, the taxes taken from or withheld from parent's paychecks, etc. School supplies and equipment are to be used by all students. Include on the last chart city parks, city playgrounds and equipment, city hall building, etc. Discuss that these things are also paid for with tax money. These things are for the use of all people who live in the city. Because people pay taxes and this tax money is used to buy the park equipment, etc., all the people who live in the city in a way own the city property. 4. Write experience chart and read orally. Duplicate the chart story and give copies to each student for their individual folders. 5. Seatwork: Look in magazines and catalogs for pictures to illustrate the charts, Things That Belong to Me, Things That Belong to my Family, etc. Paste on to charts and label each picture.	Chart paper Pictures of a sweater, a house, a school building. Mount on experience chart. Ditto Master	sort of belongs to all of us.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	6. Vocabulary: ownership, property, belong, taxes	Magazines and catalogs Paste and scissors	
F. To help develop a basic understanding of property rights (Con't.) 2. To develop the concept of property rights	1. Assign students to write a short paragraph about their bikes or some other favorite possession. Include information such as the kind of bike, what it looks like, how long they've had it, if they bought it or it was a present, if it belongs just to them or if they share it with a brother or sister, etc. Have students read their paragraphs; if they ride their bikes to school go outside to see them. Discuss that the bikes are owned by the students - they belong to them because they paid money for them or their parents paid money for them. 2. Discuss that if someone owns something, the thing they own is called their <u>property</u>. If they own property, they have certain <u>property rights</u>. On a bulletin board put up the heading, Property Rights. Display a cartoon-type sketch showing a character banging and hitting a bicycle with a sledge hammer. Put sketch on the bulletin board and discuss that if you own a bike or other property, you have a right not to have it damaged or hurt by someone else. Show a second sketch which depicts a masked character stealing a bike from a garage in the middle of the night. Put up on bulletin board and discuss that if you have a bike or other property, you have a right not to have it stolen. The third sketch should show a	Paper and pencil Bulletin board Plastic bulletin board letters Cartoon-type sketches (see examples in Appendix pp. 113-115). Oaktag sentence strips Additional Resource: Film, <u>Respect for Property</u>, U-3608, University of Iowa (An excellent film.)	<u>Property Rights</u> Property is something that you own, like bicycles. Everyone who owns something has certain property rights. People should not damage or hurt your property. People should not steal your property. People should not use your property without your permission.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	character riding a bike away from the school building and weaving carelessly back and forth. Discuss that if you own a bike, no one should use it without your permission. Put the following sentences under the appropriate pictures on the bulletin board: a. People should not damage or hurt your property. b. People should not steal your property. c. People should not use your property without your permission. 3. Write experience chart and read orally. Duplicate the story for students to put in their individual folders. 4. Seatwork: Duplicated worksheets of arithmetic problems. Examples of problems are (1) Jim is saving money to buy a bike that costs $40.00. He has saved $25.00. How much more does he need? (2) Sally's parents want to give her a bike for Christmas. They can buy one for $39.95 or a fancy one for $65.95. How much money could they save by buying the cheaper bike? 5. Vocabulary: property, property rights, damage, steal, permission	Chart paper Picture of a bicycle; mount on experience chart Ditto master	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
F. To help develop a basic understanding of property rights (Con't.) 3. To help the pupils understand that laws are made to protect the property of individuals	1. Review the concept of property rights by reading the experience chart from the previous lesson. Also refer to the bulletin board display developed in that lesson. 2. Discuss what might happen if someone does not respect your property rights, for example, what would happen if someone damaged or stole your bike? Bring out that there are laws which say people should not steal a bike. If someone <u>does</u> take a bike, he is breaking this law. Discuss the possible consequences and briefly explain that if a young person steals a bike he would probably have to appear in juvenile court. Help students formulate the generalization that laws are made to help protect people's property. 3. Prepare a "science fiction" story about a city where all property rights and laws protecting people's property have been abolished. Depict situations such as (a) Someone grabbing people's headscarves or caps as they walk along the street (b) Someone barging into a house, watching television and eating all the popcorn (c) Bikes being stolen from the school grounds; students tearing up library books and gym equipment; teachers swiping students' notebook paper and eating the food from their lunch boxes (d) People carelessly driving cars and trucks that were left parked on the street (e)	Experience chart, <u>Property Rights</u> Bulletin board display	<u>What Would It Be Like</u>? Laws are made to help protect people's property. If there weren't any laws, everything would be very confusing. People would get into lots of fights. Things would get broken and damaged. Policemen couldn't do anything to help. Property rights and laws help people live together and be happier.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	Children taking animals from the zoo to keep for pets, etc. In the story show how confusing everything would be and how cross and unhappy people would be. End the story by having the hero, a marvelous, mighty character, restore law and order and declaring that people have a right to protect their property.		
	4. Assign the various character parts in the story to class members and tape record the story.	Tape recorder	
	5. Write experience chart. Read story orally.	Chart paper	
	6. Seatwork: Copy experience chart story to keep in folders. Underline important vocabulary words.	Paper and pencils	
	7. Vocabulary: property rights, laws, fights, damaged, policemen		
F. To help develop a basic understanding of property rights (Con't.) 4. To help pupils understand	1. Introduce two puppets named Pete and Hector. Present the following story with the puppets: Pete: Man, am I in real trouble! All I did was ride Barney's bike. Hector: Did he say you could ride it? Pete: Well, I was just borrowing it. Hector: Did Barney know you were borrowing it? Pete: Well, he said I could ride it the other day. Hector: Did he say you could ride it today?	Two hand puppets	<u>Borrowing Things</u> If you borrow something, you use something that belongs to someone else. But you should always ask the owner first if it is all right with him before you take or use his property.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
the concept of borrowing, i.e., using someone else's property with their permission	Pete: I only wanted to go around the block a time or two. Hector: Does the bike belong to Barney? Pete: Yes, he got it for his birthday. Hector: If the bike belongs to Barney, can you ride it whenever you want to? Pete: Well, I wasn't going to use it very long. Hector: If you didn't get permission to ride his bike, do you have the right to take it? Pete: Well, I didn't hurt the bike. I don't know why Barney is so mad about it. Hector: When did you take his bike? Pete: Before he got out of school. He had to stay to finish some arithmetic problems. Hector: When Barney went to get his bike to ride home, did he know where it was? Pete: No, that's what made him so mad. He couldn't find his bike and he thought someone had stolen it. Hector: Well, he might think that. The bike was gone, anyway. Pete: Yeah, but I didn't steal it. I just borrowed it for awhile. Hector: But did Barney know that? Pete: Well..... 2. Let students manipulate the puppets and continue the story. Decide what Pete should do if he wants to ride Barney's bike again, what Barney should do, etc. 3. Discuss what the word "borrow" means. Bring out that to borrow something means using something that belongs to someone		The owner has the right to say no if he wants to when we ask to borrow something. If you do borrow another person's property you should take good care of it and then make sure you get it back to the owner as soon as you're done with it.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	else, asking permission to use the thing first, and returning the object to the owner after using it. Stress the importance of asking the owner before taking or using a bike or other object. Then the owner has the opportunity to grant permission to use his possession or to refuse to let anyone borrow it. The owner has the right to decide either way when someone wants to borrow his property. 4. Write experience chart. Tape record the story. 5. Seatwork: Write sentences using the following vocabulary words: 6. Vocabulary: borrow, owner, property, permission, return, possession	Chart paper Picture showing two children standing near a bike; mount on experience chart Tape recorder Paper and pencil	
F. To help develop a basic understanding of property rights (Con't.) 5. To help pupils	1. Talk about experiences students have had in borrowing or loaning bikes or other possessions. Bring out the following points: a. If you take and use someone's bike without asking permission, this is the same as stealing it. b. If you don't know who owns the bike or where the owner is, you should not take it. You must always find out who it belongs to and ask their permission before borrowing it. c. It doesn't matter if you didn't hurt the		Always Ask First! Sometimes people have taken our things without our permission. This can make us feel very angry. Borrowing or taking something without first asking the owner is the same thing as stealing. Just because you don't know who the thing

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
differentiate between borrowing property and taking it without the owner's consent.	bike, or take it for very long, or if you put it right back. You should not use the bike at all without first asking the owner's permission. d. Getting the owner's permission at some previous time does not mean you can borrow the bike again without asking. e. When you borrow something you should be careful not to damage it in any way. f. When you borrow something you must be responsible for getting it back to the owner when he wants it back and putting it where he wants it. g. The owner has the right to refuse to loan his bike if he wants to. 2. Discuss some of the people we may borrow things from. (Also discuss that children in a family may own things together, e.g., a bike, certain toys, pets, etc. When this is the case, brothers and sisters must share these common possessions and must consider each other when loaning bikes, etc. to someone else.) 3. Make a chart listing some of these people, e.g., We Borrow Things From - Our brothers and sisters Our friends in the neighborhood Our friends at school 4. Write experience chart. Read orally and	Large chart paper Magic markers Chart paper	belongs to is no excuse. We may borrow things from our brothers and sisters, and from our friends. We shouldn't ask to borrow something from someone we don't know.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	and tape record the story. 5. Seatwork: Find pictures in magazines of things that pupils may borrow from their brothers and sisters, from friends in the neighborhood, and from friends at school. Paste onto chart under the appropriate heading. Label each picture. 6. Vocabulary: loan, damage, responsible, refuse	Tape recorder Old magazines	
H. To gain some understanding of juvenile court proceedings	1. Present the following case history: "Johnny Doe saw a bike parked in an alley beside the movie theater. He took the bike and rode it home. Jimmy Jones, who owned the bike, went to the police station to report that his bike was missing. He told the police what the license number was and they found the bike at Johnny's house. Johnny was told to appear in juvenile court. The judge talked to him and his parents and then placed Johnny on probation." 2. Have the class "investigate" the case. Find out what procedures the police go through to find a bike that has been stolen and what proof they need before they can charge someone with the theft. Take a field trip to the police station and talk to the policemen. Have them explain in simple terms how charges are brought against a juvenile offender. Assign a small committee to make a list of important terms such as juvenile, charges, etc.	Field trip to police station	Juvenile Courts If someone younger than 17 steals a bike, he would have to appear in juvenile court. This is usually held in the judge's office. The judge and the probation officer would be there. The county attorney might be there, too. The judge might charge the boy with being deliquent. This would not go on his record. The judge might give him a good lecture and then place him on probation. This means he would have

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	3. Arrange to visit a juvenile court judge in his chambers. Have him explain possible court proceedings for a juvenile charged with stealing a bike. Also meet and talk with the probation officer and have him explain what being placed on probation means, how he investigates the case and the kind of reporting he does following the court appearance.	Field trip to juvenile judge's chambers Resource speaker-probation officer	to report or talk to the probation officer every so often. If the boy had gotten into trouble before the judge might place him on probation for a longer time.
	4. Dramatize the situation presented in the case history. Try to show possible reasons why Johnny Doe took the bicycle, how Jimmy Jones felt when his bike was stolen, the action of the police, judge and probation officer in the case, etc. Stress that actual court proceedings are not as dramatic as some situations seen on programs on T.V.		
	5. Write experience chart. Duplicate the story for individual student notebooks.	Chart paper Ditto master	
	6. Seatwork: Divide the class into small groups. Give each group several terms or words and have them formulate and write definitions. Use the vocabulary words.	Paper and pencil	
	7. Vocabulary: juvenile, offender, probation, county attorney, charges, delinquent, record		

STARTER UNIT
• • • ADVANCED LEVEL • • •

UNDERSTANDING THE LAW

STARTER UNIT

ADVANCED LEVEL

Understanding the Law

STEP I. SELECTION OF UNIT

The content of this unit is aimed at developing a basic understanding and appreciation of the law. A planned approach to the teaching of information on the law should help the mentally retarded youth formulate positive attitudes toward authority, become more conscious of his legal rights, and increase his awareness of the responsibility which he must assume as a citizen in his community. The intellectual limitations of the educable mentally retarded coupled with the potential consequences of the many social decisions that adolescents must make is sufficient reason for an emphasis on the law in the curriculum.

STEP II. SUB-UNITS

A. Criminal Law

B. Classification of Crimes

C. Property Rights

D. Law Enforcement Authorities

E. Court Proceedings

F. Legal Rights and Safeguards

G. Punishment of Law Violators

STEP III. GENERAL OBJECTIVES

A. To develop an understanding of the necessity for criminal law and the enforcement of these laws.

B. To help the students become familiar with specific laws of the state of Iowa concerning situations in which young people may encounter problems.

1. Consuming or possessing alcoholic beverages
2. Larceny
3. Auto theft
4. Burglary

C. To develop an understanding of the concept of juvenile status in terms of the law.

D. To help the student understand the role of law enforcement authorities. Related to this objective would be an emphasis on developing respect for law authorities.

E. To acquaint students with legal resources and the conditions under which they should have legal counsel.

STEP IV. CORE AREA ACTIVITIES

A. Arithmetic Activities

1. Find out the possible fines and/or length of imprisonment that may be imposed for various criminal offenses. Make charts comparing the punishment for different violations.
2. Read accounts in newspapers of the amount of money stolen or the value of property taken in breakins, armed robberies, etc.
3. Study a case history of a theft and attempt to compute the cost of that crime, e.g., the actual monetary loss to the rightful owner, the salaries paid to the investigating and arresting police officers, the salaries of the court judge and county attorney, etc., and the legal fees charged by the attorneys who defend the accused.
4. Discuss the definitions of a felony and a misdemeanor. Find examples in newspaper accounts

of stolen items valued at less than $20.00 and stolen property whose value exceeds $20.00.

5. Point out that the age of a young person determines if he will be handled as a juvenile in a juvenile court or as an adult in regular court proceedings. Discuss how a person can prove his age.
6. Using the Federal Bureau of Investigation publication, Uniform Crime Reports or newspaper stories, find information concerning the number of auto thefts, shoplifting incidents, etc. that occur within one year. Compare these figures with statistics for a following year to determine if the number of violations has increased or decreased.
7. Find out the amount of money that may be involved when a person is ordered to pay court costs.
8. Get information about the fees that may be charged for legal counsel.

B. Social Competency Activities

1. Try to decide why certain kinds of actions have been declared unlawful, e.g., drinking by young people, stealing other people's property, breaking into someone's home, etc. Discuss what would happen if there were no laws to govern such behavior.
2. Present case histories involving instances of shoplifting, stealing auto hub caps, drinking beer at a party, etc. Dramatize the cases and try to determine the possible reasons why young people may break the law.
3. Have a young person who has appeared in a juvenile court talk to the class about the situation that led to his appearance, the proceedings in the judge's chambers, etc.
4. Invite a juvenile court judge to talk to the class. Ask him to explain why young offenders are

handled in a juvenile court rather than a criminal court.

5. Tape record interviews with a juvenile court judge, a probation officer and the county attorney. Ask them questions about juvenile court proceedings, age requirements for being handled as a juvenile, what is meant by the charge "delinquent child," why juvenile court proceedings are not open to the public, etc.
6. Visit a criminal court session. In the local newspaper read the accounts of the case being tried. At the conclusion of the case talk to the judge, the county attorney, the attorney for the defense, etc.
7. Discuss what is meant by "due process of law." Explain what this means to a juvenile offender and an adult offender brought before a criminal court.
8. Discuss the consequences of having a criminal record. Cite specific examples of the effect such a record can have on a person's life.
9. Present a case history involving the apprehension of a young offender by the police. Dramatize the situation assigning various students to play the parts of the policemen, the young person, the people whose property was stolen, etc. Stress the rights and responsibilities of each person involved.
10. Take a field trip to the local police headquarters or sheriff's office. Discuss with the law enforcement officials what they do when a young person is involved in a situation in which a law is violated.
11. Define the terms "felony" and misdemeanor." Discuss why this classification of crimes is important.

12. Present several case histories depicting situations involving the same kinds of offenses. Point out that charges, legal procedures, punishments, etc. may vary with each case.

13. Discuss the possible school disciplinary action that may be taken against a student who encounters difficulty with the law, e.g., barred from participation in extra-curricular activities, possible expulsion from school, etc.

C. Communicative Skills Activities

1. Look up the specific laws dealing with larceny, burglary, etc. in the Code of Iowa. Copy onto experience charts; discuss the meaning of each section and write a paragraph rewording each section.

2. Compile a notebook. Include pertinent legal information and experience chart stories.

3. Prepare a glossary of important words and phrases.

4. Call the local anti-poverty agency to inquire if they offer legal aid and services to people in lower income brackets.

5. Look in the yellow pages of the telephone book for the names of attorneys who practice law in the community.

6. Formulate questions to ask when interviewing resource people.

7. Listen to tape recordings of case histories.

8. Write letters of invitation and thank-you notes to resource speakers.

9. Prepare a bulletin board display showing samples of reports made by arresting police officers, court transcripts, attorney's briefs, etc.

10. Look at various job application forms, forms to be completed when registering for Selective Service, etc. Note that information is requested concerning conviction for law violations.

D. Safety Activities

1. Read newspaper accounts of traffic accidents that have been caused by drunken driving. Discuss the consequences of these accidents, e.g., death, serious injury, damage to cars and other property, etc.
2. Tape record an interview with a doctor. Ask him to explain in simple terms how drinking beer or liquor affects a person, e.g., eyesight, reflexes, reactions, emotional control, etc.
3. Write experience charts and stress that laws are made and enforced to help protect people from accident and injury.

STEP V. RESOURCE MATERIAL

Newspapers

Uniform Crime Reports, Federal Bureau of Investigation

Code of Iowa, State of Iowa

Chart paper

Resource speakers - juvenile court judge, young person who has appeared in juvenile court, probation officer, county attorney, policemen.

Field trips - juvenile court judge's chambers, criminal court, police headquarters, retail store

Notebooks

Telephone directories

Bulletin boards

Booklet, Trouble and the Police, Nicholas Titus and Negash Gebremariam, New Readers Press, Syracuse, N. Y., 1963.

Overhead projector

Job application forms

Forms for Selective Service registration

Tape recorder

STEP VI: VOCABULARY

crime	steal	county attorney	convict	conceal
criminal	intent	appear	commit	purchase
law	felony	session	possess	accuse
violation	misdemeanor	shoplifting	consume	State Training School
offense	punishment	police	illegal	
juvenile	fine	attorney	beer	jail sentence
adult	imprisonment	lawyer	liquor	rights as a citizen
court	property	counsel	protect	
alcoholic beverages	value	unlawful	necessary	
larceny	legal	probation officer	guilty	
auto theft	delinquent child	due process of law	court costs	
burglary	criminal record	enforcement	merchandise	
motor vehicle	rights	responsibilities	premises	

STEP VII: LESSON PLANS

Sample lesson plans for nine lessons are included in this starter unit. These lessons do not attempt to cover the entire unit topic but rather should serve as a guide for the teacher.

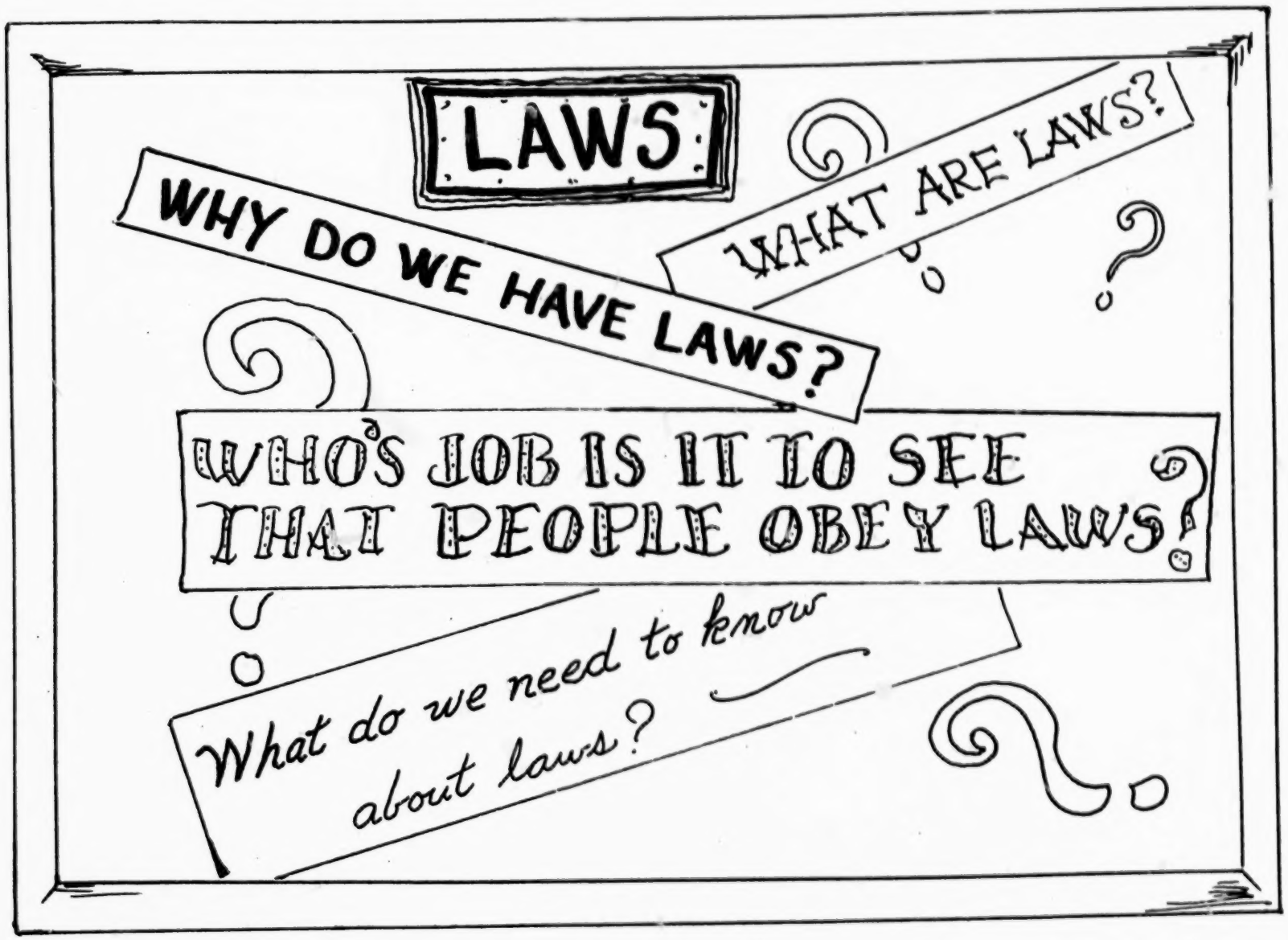
The first two lessons give suggestions for introducing the unit and are concerned with teaching the first general unit objective, A. To develop an understanding of the necessity for criminal law and the enforcement of these laws.

The next three lessons deal with the general unit objective B. To help the student become familiar with specific laws of the State of Iowa concerning situations with which young people may encounter problems. This objective is not covered in its entirety, however.

The objective C. To understand the concept of juvenile status in terms of the law is developed in the next two lesson plans.

Lessons lettered E suggest ways of teaching the last general objective, E. To acquaint students with legal resources and the conditions under which they should have legal counsel.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
A. To help students develop an understanding of the necessity for criminal laws and the enforcement of these laws. 1. To define the term "criminal law."	1. Prepare a bulletin board display to introduce the unit. Using a variety of letter forms, display the following questions: (See illustration on next page.) What are laws? Why do we have laws? What do we need to know about laws? Whose job is it to see that people obey laws? Discuss the questions in general terms first; then draw specific attention to the question, "What are laws?" Give examples of different kinds of laws, e.g., traffic laws, laws about stealing, murder, breaking into a store, writing bad checks, etc. Explain that some laws are called "criminal laws." These are laws which say that if people do certain kinds of things they are committing a crime. Examples of criminal laws are laws about young people drinking, laws about stealing other people's property, breaking into a store or filling station, etc. If it is proved that someone has committed a crime, they will be punished by being put in jail or having to pay some money (a fine) or perhaps both. 2. Display the volumes of the Code of Iowa. Explain that the laws of Iowa are written down in these books. Read one or two examples; note the terminology and interpret what it says.	Bulletin board Code of Iowa, State of Iowa, Vol. I-II, 1966.	Criminal Laws Laws are written to tell people what they should not do. Some laws are called criminal laws. These laws say that if people do certain things they are committing a crime. If someone commits a crime, the law says they can be punished. They might be put in jail or have to pay some money called a fine. Sometimes they might have to do both.


LAWS
WHY DO WE HAVE LAWS?
WHAT ARE LAWS?
WHO'S JOB IS IT TO SEE THAT PEOPLE OBEY LAWS?
What do we need to know about laws?

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	3. Write experience chart on overhead projector. 4. Seatwork: Copy experience chart story to keep in individual notebooks. 5. Vocabulary: criminal laws, commit, crime, punish, fine.	Overhead projector Individual student notebooks Notebook paper and pencils	
A. Necessity for criminal laws (Con't.) 2. To understand why criminal laws are needed	1. Make a transparency from a newspaper picture of a serious automobile accident involving a young person who has been drinking. Project the picture on the wall, moving the projector back until the picture appears life-size. Read the newspaper account of the accident and discuss the results of the accident - serious injury, possible death, permanent injury to the people involved, etc. Discuss why the accident happened and the effect of drinking on someone's ability to drive a car. 2. Arrange to tape record an interview with a doctor. Ask him to explain in simple terms how drinking beer or liquor affects a person, e.g., eyesight, reflexes, reactions, emotional control, etc. Play the recording for the students and discuss. 3. Discuss, "There is a criminal law in Iowa which says that anyone who is under 21 years old cannot possess nor consume any alcoholic beverages. What does this mean? Why is drinking by young people considered a crime? Why would they write a law like this?" Discuss that the law in some other states is not the same as in Iowa. In Wisconsin, for example, people may legally drink when they are	Transparency made from a newspaper picture Newspaper account of a traffic accident Tape recorder Recorded interview with a medical doctor	Laws Are Necessary Laws are written to help protect people and their property from getting hurt or damaged. Laws about young people drinking are written to help us. People who have been drinking are often involved in accidents or make decisions they wouldn't otherwise make. These laws are necessary and important.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	eighteen. In Iowa, however, it is illegal, or against the law, for young people to drink any beer or liquor but that when a person becomes 21, it is no longer against the law to drink. Discuss that by the time someone is 21 he is supposed to be old enough to be able to decide for himself if he wants to drink and to realize and be responsible for the possible effects of alcohol. Point out, however, that some adults do have difficulty with drinking and although they can drink legally they may still get into trouble because of drunken driving, etc.		
	4. Conduct a "Voice Your Opinion" telephone participation radio show. Start discussion by asking the question, "Do you think the law about young people drinking should be done away with?" Using telephones have students call in to express their opinions. Guide discussion by asking other questions such as "What could happen if there were no regulations and young people did drink as much as they wanted to? If there were no laws about drinking would it mean that every young person would want to drink? Should the legal age limit be lowered to 18? Why is there a law about young people drinking?"	Telephones	
	Help students see the reasons why laws about young people drinking are necessary. Stress that when a person has been drinking he may do things or make decisions he wouldn't otherwise do. Also stress that these laws help protect young people from getting hurt (like in car accidents), as well as protecting other people and their property that		

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	might be hurt or damaged by the actions of young people when they don't have control of themselves. 5. Write experience chart and read orally. 6. Seatwork: (1) Copy experience chart story to put in notebooks. (2) Look through newspapers for a period of time and keep a tabulation of the number of accidents that are caused by drinking. 7. Vocabulary: possess, consume, alcohol, beverages, illegal, beer, liquor, responsible, protect, necessary	Overhead projector Student notebooks Paper and pencils Newspapers	
B. To help the student become familiar with specific laws of the state of Iowa concerning situations with which young people may encounter problems. 1. Consuming or possessing alcoholic beverages	1. Invite the county attorney to speak to the class about what the laws say specifically about possession or consumption of beer or liquor by minors and furnishing alcoholic beverages to minors. (Define term, "minor" - a person who is younger than 21 years old.) Have him discuss the punishments the law prescribes for people (over 18 years of age) who break these laws, e.g., possession of beer by minors - 30 days in jail and/or $100 fine. Furnishing alcoholic beverages to a minor - a fine up to $500 and/or 1 year in jail. A tavern operator who serves beer to minors - loss of beer license and a fine, etc. Point out that the severity of these punishments show how important the laws are. 2. Show signs that are displayed at places where beer or liquor is sold. 3. Present the following case history: "Everyone in the special class was very proud when	Resource speaker-County Attorney Signs - Minors Not Allowed No Alcoholic Beverages Sold to Minors	Laws About Drinking It is against the law in Iowa for anyone who is not 21 to drink beer or liquor. If someone gives a minor some beer or liquor, he is also breaking the law. The punishment for breaking these criminal laws is pretty stiff. These are important laws.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	Joe Doe made the varsity basketball team. He was the first special student to play on the team and the coach said he thought Joe might be good enough to start in a game soon. One night after a game Joe was walking toward his car to go home when a bunch of fellows he knew drove up. They told Joe they had three six-packs of beer and were going out to an old deserted farmhouse to have a party. They invited Joe to come with them." Assign students to assume various character parts and act out the situation, depicting what they think Joe will do and what will happen. Discuss some of the reasons why young people are tempted to drink, e.g., wanting to feel grown up, pressure from other young people, wanting to be part of the group, etc. Explain that the story about Joe is based on a situation which really happened. The boy decided to go along with the group; the farm-house was raided by the county sheriff and the boys were all arrested. They were all 18 or 19 and pleaded guilty to the charge of possession of beer by minors. They were each fined $100, and also had to pay court costs. Joe was kicked off the basketball team for the rest of the year.		Some young people may be tempted to break the laws about drinking. These laws are written to help keep people from getting hurt or killed, however.
4.	Begin a glossary of important words and phrases. On large chart paper write the following words and formulate definitions for for each: criminal law, fine, Code of Iowa,	Chart paper Magic markers	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	alcoholic beverages, minor, possession of beer by minors, furnishing alcoholic beverages to a minor, court costs.		
	5. Write experience chart and read orally.	Overhead projector	
	6. Seatwork: Copy the words and definitions to be included in the glossary, arranging them in alphabetical order. Keep in individual notebooks.	Paper and pencils Student notebooks	
	7. Vocabulary: minor, court costs, guilty, county attorney.		
B. To become familiar with specific laws of the state of Iowa (Con't.) 2. Larceny a. Shoplifting	1. Arrange to take a field trip to a local retail store and talk with the owner or manager. Have him discuss the problem of shoplifting in his store, telling the kinds of merchandise that are stolen, the amount of money lost over a period of time because of shoplifting, some of the precautions taken in the store to prevent shoplifting, etc.	Field trip to a local retail store	<u>Shoplifting</u> Shoplifting is when a person goes into a store and hides some merchandise somewhere like under his coat so he can take it without paying for it.
	2. Play a tape recorded case history involving shoplifting: "Mrs. Smith was shopping at a drug store. She took a bottle of shampoo and a pack of cigarettes from a shelf and hid them in her purse so she wouldn't have to pay for them. A clerk in the store saw her do this. He called the manager and they watched Mrs. Smith as she finished her shopping and went to the checkout line. Mrs. Smith noticed the two men watching her and thought they must have seen her take the things. She walked toward the back of the store and gave the manager the two items from her purse.	Tape recorder Taped case history	The law says it is a crime even if a person doesn't get outside the store with the things before he is caught. Even if a person offers to pay for the stuff he took, he still committed a crime and can be punished.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	Ask and discuss the following questions: "Did Mrs. Smith break the law? Could Mrs. Smith be punished by the law since the store got its packages back? Was Mrs. Smith innocent of any crime since she was caught before she had a chance to use the things she took?" "Suppose a person takes a package from a store and is caught as soon as he gets outside. Does the law say he can go free if he pays for the package?" "Suppose a person took something from a store which he needed but didn't have money to pay for. Would he be innocent of a crime if he planned to pay for it when he got a job?"		
	3. Look in the Code of Iowa to see what the specific law says about shoplifting: "The fact that any person has concealed unpurchased goods or merchandise of any store or other mercantile establishment, either on the premises or outside the premises of such store, shall be material evidence of concealment of such article with the intention of converting the same to his own use without paying the purchase price thereof.., and the finding of such unpurchased goods or merchandise concealed upon the person, or among the belongings of such person, shall be material evidence of willful concealment and, if such person conceals, or causes to be concealed, such unpurchased goods or merchandise, upon the person or among the belongings of another, the finding of the same shall also be material evidence of willful concealment on the part of the person concealing such goods."	Code of Iowa, Vol. II, p. 2516	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	Copy on chart paper and discuss what it means. Assign a committee to reword the section, writing it on another chart. Discuss and compare the two charts. Refer to the previous questions about Mrs. Smith and discuss what the law says about each kind of situation.	Chart paper Magic markers	
	4. Write experience chart and read orally.	Overhead projector	
	5. Seatwork: Copy experience chart story and put in individual notebooks.	Paper and pencils Student notebooks	
	6. Vocabulary: shoplifting, merchandise, premises, conceal, purchase.		
B. To become familiar with specific laws of the state of Iowa (Con't.) 2. Larceny a. Shoplifting (Con't.)	1. Review previous lesson by re-reading the experience chart, Shoplifting.	Experience chart	Larceny Larceny is the legal word that means to steal something that belongs to someone else. Shoplifting is a form of larceny.
	2. Explain that shoplifting is a form of larceny. Have students look up the word larceny in the dictionary. Include the word and definition in the glossary of important words about the law.	Dictionaries Glossary of important words	
	3. Play again the tape recorded case history involving shoplifting. Discuss what might be the possible punishment that Mrs. Smith could receive. Explain that crimes are classified or divided into two categories - felonies and misdemeanors. A crime is a felony if the value of the property stolen is more than $20.00. The crime is a misdemeanor if the value of the property stolen is less than $20.00. These classifications are important because they determine the punishment for the crimes. A felony is considered to be a more serious crime and the punishment is more severe. A misdemeanor is not so serious and the possible	Tape recorder Taped case history	If you steal property that is worth more than $20.00 the crime is called a felony. If the things that are stolen are worth less than $20.00 the crime is called a misdemeanor. The punishment for a felony is stiffer than for a misdemeanor.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	punishment is a shorter jail sentence and/or a smaller fine. Determine what the approximate value of the things Mrs. Smith took would be and decide if the crime would be a felony or misdemeanor. The possible punishment could be a 30 day jail sentence in the county jail and/or $100 fine. 4. Dramatize a situation where a group of teen-agers have gathered in a drug store after school. The clerks are busy at the back of the store helping other customers. The magazine and candy racks are near the front door and no one is watching. Discuss with the students if the temptation to shoplift is a problem for young people. 5. Write experience chart and read orally. 6. Formulate definitions for the following words; add to the glossary of important words: shoplifting, premises, conceal, felony, misdemeanor 7. Seatwork: Find examples in newspaper accounts of stolen items valued at less than $20.00 and stolen property whose value exceeds $20.00. 8. Vocabulary: larceny, felony, misdemeanor, value, steal, legal.	Overhead projector Glossary of important words Newspapers	Businessmen who own stores lose a great deal of money because people shoplift things. To help make up for this loss, they may charge higher prices for the things you buy.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
C. To develop an understanding of the concept of juvenile status in terms of the law	1. Arrange for a young person who has appeared in a juvenile court to talk to the class about the situation that led to his appearance, the proceedings in the judge's chambers, etc. Point out that a juvenile court is different from a regular criminal court and suggest that the class investigate the "how" and "why" of these differences.	Resource speaker-young person who has appeared in juvenile court	Juvenile Courts _____talked to us about the time he appeared in a juvenile court. This isn't a court like we see on television. A juvenile court is set up to deal with young people who get in trouble by breaking a law. We have arranged to interview a juvenile court judge and the county attorney to find out what a juvenile court is like and why these courts have been set up.
	2. Arrange to interview a juvenile court judge and the county attorney. Assign committees to talk to the resource speakers and tape record the interviews. Formulate lists of questions to ask each person, e.g.: What does the word "juvenile" mean? Why would someone have to appear or come to court? What is a juvenile court? What is a criminal court? What decides who will appear in a juvenile court? Who appears in a criminal court? Why is a young person handled in a juvenile court instead of a criminal court? Where are juvenile court sessions held? Can people attend a juvenile court session just to visit?	Resource persons - juvenile court judge and county attorney Tape recorders	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	What kind of punishment can a juvenile get in juvenile court? Can a juvenile have a lawyer with him when he appears in juvenile court? What is a criminal record? If a young person appears in juvenile court does he get a criminal record? 3. Write experience chart and read orally. 4. Seatwork: Written problems concerning time and the use of a calendar, e.g., Joe Blow appeared in juvenile court on September 2. He was placed on probation for six months. When would his period of probation be over? 5. Vocabulary: juvenile, court, appear, session, criminal record.	Overhead projector Duplicated worksheets	
C. To understand the concept of juvenile status (Con't.)	1. Listen to the tape recorded interviews with juvenile court judge and the county attorney. (See previous lesson). On chart paper write the questions that were asked the resource people. Listen to the tapes again to find the specific answers for each question and write a sentence or paragraph for each. Stress that the purpose of a juvenile court is to provide a more informal situation where the judge can give friendly guidance, help and rehabilitation rather than just to mete out punishment for anti-social behavior. A juvenile will be charged with the broad catagory of being deliquent rather than with a specific charge such as larceny in the	Tape recorded interviews Chart paper	Questions About Juvenile Courts 1. What does "juvenile" mean? In Iowa a young person who is under 18 years old is called a juvenile. 2. Why would someone have

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	nighttime as an adult would in a regular criminal court. Stress the differences between the punishments or sentences that a juvenile and an adult can receive in a juvenile court and a criminal court. A juvenile court judge assigns a probation officer or social worker to investigate the juvenile's background and the situation that led to his difficulty with the law. The judge then takes these things into consideration in deciding what to do with the juvenile. The law specifies certain fines and/or jail terms for adult violators. A juvenile may violate the same law as an adult, but because of his youth he will not be sentenced to jail nor fined. He may be sent to the state juvenile home in Toledo, or placed on probation for a period of time, or just receive a reprimand. If a juvenile is placed on probation, he has to report to his probation officer at regular intervals. The officer is concerned with helping the young person and is someone that he can go to for counselling and advice. 2. Discuss the consequences of having a criminal record and what it means when a person loses his rights as a citizen, e.g., he can't vote, he can't hold a public office, he cannot serve in the armed services, and many employers will not hire someone with a criminal record.		to appear or come to court? A person is ordered to appear in court when they have been accused of breaking a law. 3. What is a juvenile court? It is a court set up for young people under 18 years old who have been accused of breaking a law. 4. What is a criminal court? It is a court for people who are 18 or older who have been accused of breaking a law. 5. What decides who will appear in a juvenile court?

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	Stress that a person who is convicted of a felony in a criminal court will have a criminal record. A juvenile does not get a record though, when he appears in a juvenile court. This is one of the important reasons for handling young people in a special court - so they won't get a criminal record and have to live with it the rest of their lives.		The age of the person is what decides if he will be handled in a juvenile court. 6. Who appears in a criminal court? Anyone who is accused of committing a crime who is not a juvenile.
	Look at different job application forms and forms to be completed when registering for Selective Service. Note that information is requested concerning convictions for law violations. Stress that if a person has a criminal record he can not get into the Army or other branches of service. Also stress how hard it is to get a job if a person has a record and how this can affect someone for his entire life.	Job application forms Selective Service registration forms	
	3. Seatwork: Copy the information about juvenile courts and put in student notebooks.	Paper and pencils Student notebooks	7. Why is a young person handled in a juvenile court instead of a criminal court? So the juvenile court judge can try to help the young person instead of just giving him a stiff punishment. 8. Where are juvenile court sessions held?

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
			Usually in the judge's office. They are not held in the regular courtrooms at the Court House. 9. Can people attend a juvenile court session just to visit? No, a juvenile court is not open to the public. Only the people who are supposed to be there can come. 10. What kind of punishment can a juvenile get in juvenile court? The judge can decide to send a juvenile to the state juvenile home in Toledo for awhile or put him on probation for a-while, or just give them a lecture. A juvenile won't be given a jail sentence or have to pay a fine like an adult would. 11. Can a juvenile have a lawyer with him when he appears in juvenile court?

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
			Yes, it is a good idea for a juvenile to have a lawyer with him. His parents should also appear in court with him. 12. What is a criminal record? If a person is convicted of a felony, this gives him a criminal record. When a person has a record, he loses his rights as a citizen. 13. If a young person appears in juvenile court does he get a criminal record? No, this is one reason why young people are handled in juvenile court instead of a criminal court.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART Rights in Court
E. To acquaint students with legal resources and the conditions under which they should have legal counsel	1. Present the following kind of situation: "Bill Black saw a car parked in front of the bowling alley. The keys were in the ignition. He got in and drove the car around town until the police stopped and arrested him. Because he was only 15, he was ordered to appear in juvenile court." Ask, "Did the police have a right to stop and arrest Bill? Why?" Discuss the law that Bill violated or broke - using a motor vehicle without the owner's consent. This law was written to protect people's property from being misused. The police, by arresting Bill, were helping to enforce that law. Bring out people have a right to make a law to protect their property. But stress that people who are accused of breaking laws also have certain rights. 2. Arrange to visit with an attorney who has had experience dealing with juvenile cases. Ask him to explain what rights a juvenile has when he is accused of a crime and ordered to appear in juvenile court. Stress that a juvenile is entitled to counsel, that is to have a lawyer help him when he goes to court. His parents should be with him when he goes to court and they and the juvenile should understand fully the situation that led to the court appearance, the proceedings that are going on, and the charges that are being brought and	Resource person - an attorney	Society has the right to bring people to court and to punish them if they're guilty of breaking a law. But people who have to appear in court have certain rights, too. They have a right to have a lawyer help them. The lawyer can tell them what's going on and what they should do. The lawyer can make sure all the right papers are filled out. Juveniles also have certain rights when they have to appear in court. They should have a lawyer to help them in court. The parents should always be there, too. Outside people can't visit a juvenile court, though. Even the names of juveniles who appear in court are kept out of the newspaper to help protect the young people.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	what exactly they mean.		
	3. Develop a chart entitled, Everyone Has Rights. Divide the chart in two; on one side draw a picture of a man standing beside a car. Write the sentence, People have a right to protect their property. On the other side of the chart draw a picture of a young person. Write the sentence, People accused of breaking the law have rights, too. List these rights: To have a lawyer and To understand what's going on.	Chart paper Magic markers	
	4. Write experience chart and read orally.	Overhead projector	
	5. Seatwork: Look in newspapers for accounts of incidents involving juveniles. Note and tabulate the kinds of situations that are involved, e.g., vandalism, drinking, etc.	Newspapers	
	6. Vocabulary: society, rights, counsel		
E. Legal resources (Con't.)	1. Discuss that if a juvenile gets in trouble with the law he should get a lawyer to help him right away. Discuss how to secure a lawyer. If the juvenile or his family does not know a lawyer they can contact, suggest that they ask the county attorney or whoever represents the court to advise them concerning how to secure legal help.		Getting Legal Help If you get in trouble with the law, you should get a lawyer to help you right away. You should call or go see a lawyer, tell him about your trouble, and ask him to help.
	2. Have students call the local anti-poverty agency to inquire if they offer legal aid and services to people in lower income brackets.	Telephone Telephone directory	

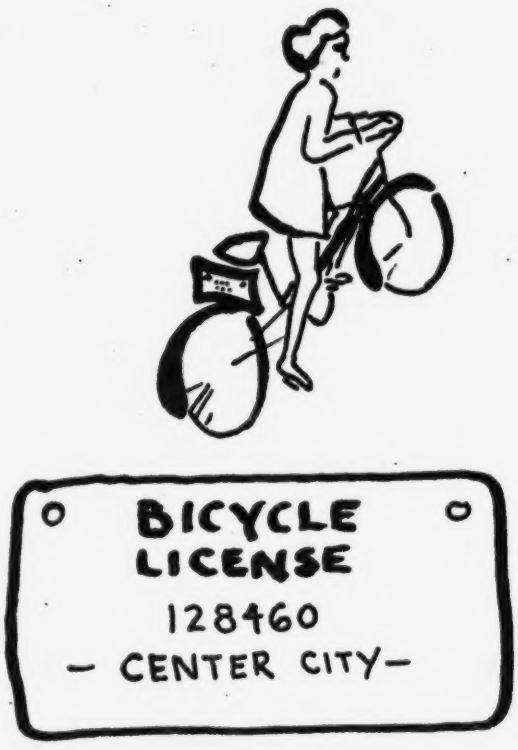
OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	(Note to teachers: The court does not appoint legal counsel for juveniles brought before juvenile court as they do in criminal court cases. Thus, the responsibility for securing legal counsel rests with the juvenile himself. It is important that students be made aware of their right to have counsel and to learn how they can secure a lawyer to help them if they are in trouble with the law.) 3. Divide the class into committees. Have each committee look in the yellow pages of the phone book and select the name of an attorney who practices law in the community. Have students call the attorneys. Ask if they handle juvenile cases, what the exact procedures are for retaining their services, and how much they might charge for helping a young person in juvenile court. 4. Write experience chart and read orally. 5. Seatwork: Written problems dealing with the cost of legal counsel, e.g., The lawyer's fee for helping Bill Black was $50.00. Bill has enough money to pay about half of this fee. How much more money does he need? 6. Vocabulary: attorney, lawyer, fee, legal counsel.	Overhead projector	It might cost quite a bit for the lawyer's fee. It is very important that you have a lawyer help you, though.

APPENDIX

On the following pages are sketches that may be cut from the book and used for bulletin board illustrations or for making overhead projector transparencies.

SUGGESTIONS FOR OVERHEAD PROJECTOR TRANSPARENCY MASTERS

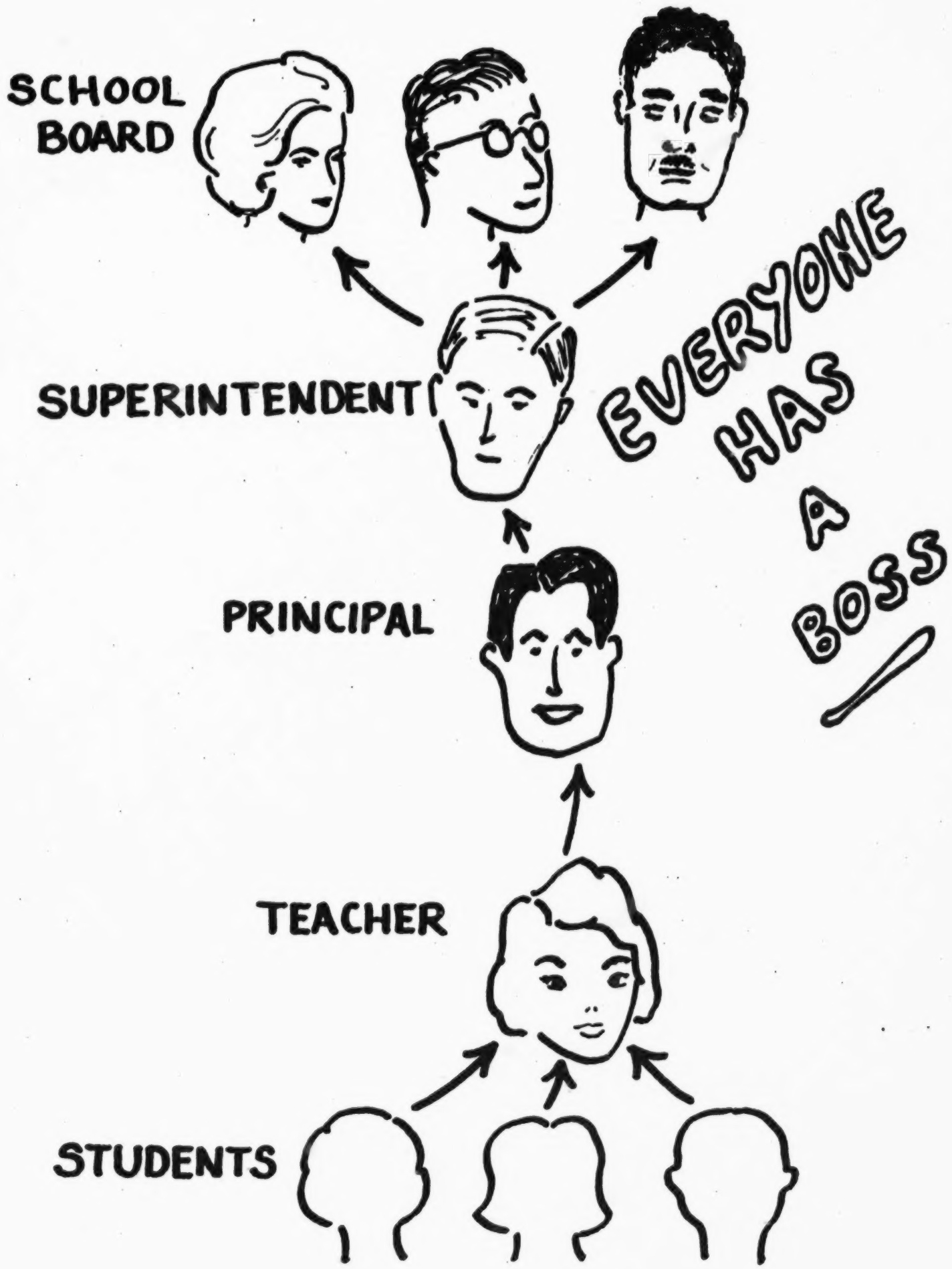
To utilize incidental teaching situations through unit topics such as The Newspaper, School Orientation, Preparing for Work Experience and The Department Store.

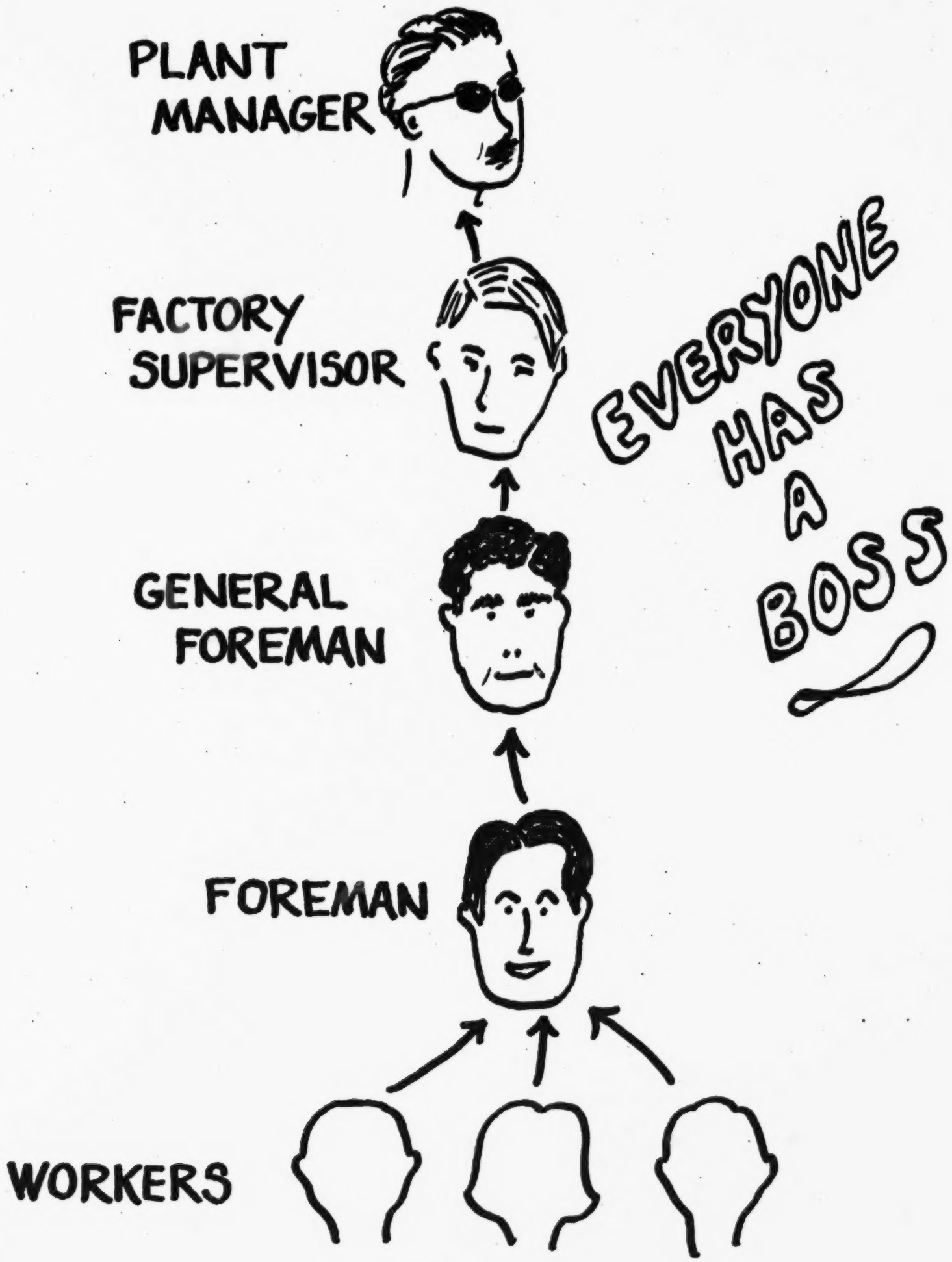

BICYCLE
LICENSE
128460
- CENTER CITY -

DOG
LICENSE
- 40795 -
1968

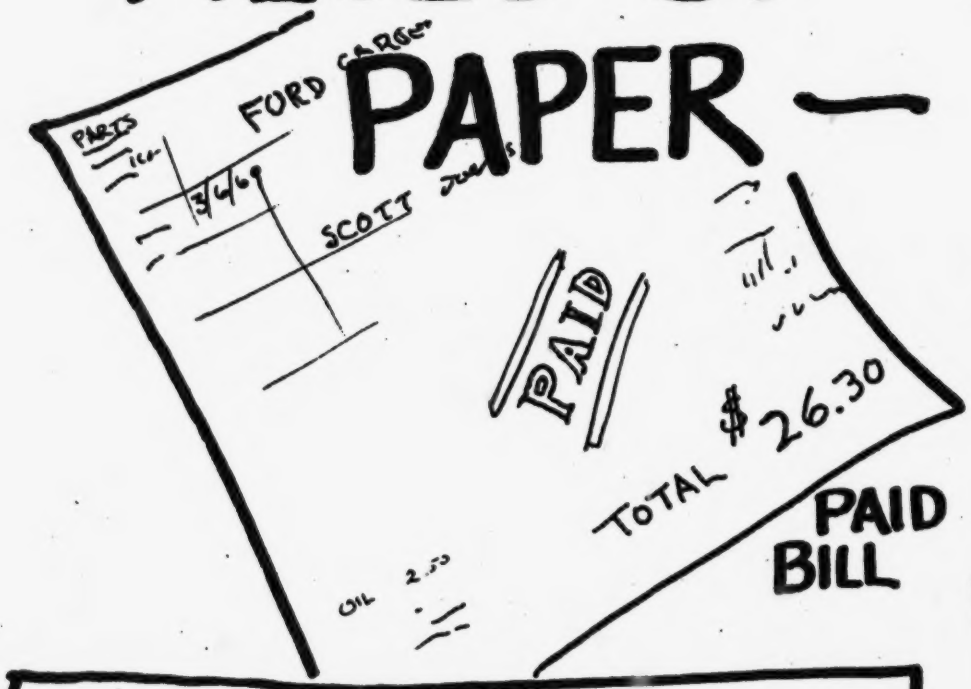
MARRIAGE
LICENSE
WILLIAM
MARY

72-765
AUTO
LICENSE...
DRIVERS
LICENSE
532745091764
SCOTT JONES


SCHOOL BOARD
SUPERINTENDENT
EVERYONE HAS A BOSS
PRINCIPAL
TEACHER
STUDENTS


PLANT MANAGER
FACTORY SUPERVISOR
GENERAL FOREMAN
FOREMAN
WORKERS
EVERYONE HAS A BOSS

RECEIPTS ARE PIECES OF PAPER —



PAID BILL

ARTHUR SMITH, M.D.
DATE 3/1/68
RECEIVED FROM Scott Jones
Five DOLLARS $5.00
BY Arthur Smith

GENERAL

5/8/69
TO Sears
FOR Coat
AMOUNT $27.89

STUB

BEST SUPERMARKET
3/10/69
$ 1.75
1.49
3.24
.10 TAX
TOTAL 3.34

TAPE

SCOTT JONES
1102 MAIN ST
4/15/69
PAY TO THE ORDER OF Central TV Repair Co. $15.50
Fifteen and 50/100 — DOLLARS
Scott Jones

CANCELED CHECK

GET RECEIPTS WHEN YOU PAY

DOCTOR

TAXES

GROCERIES

RECEIPTS
SHOW
OWNERSHIP

RECEIPTS SHOW PAYMENT

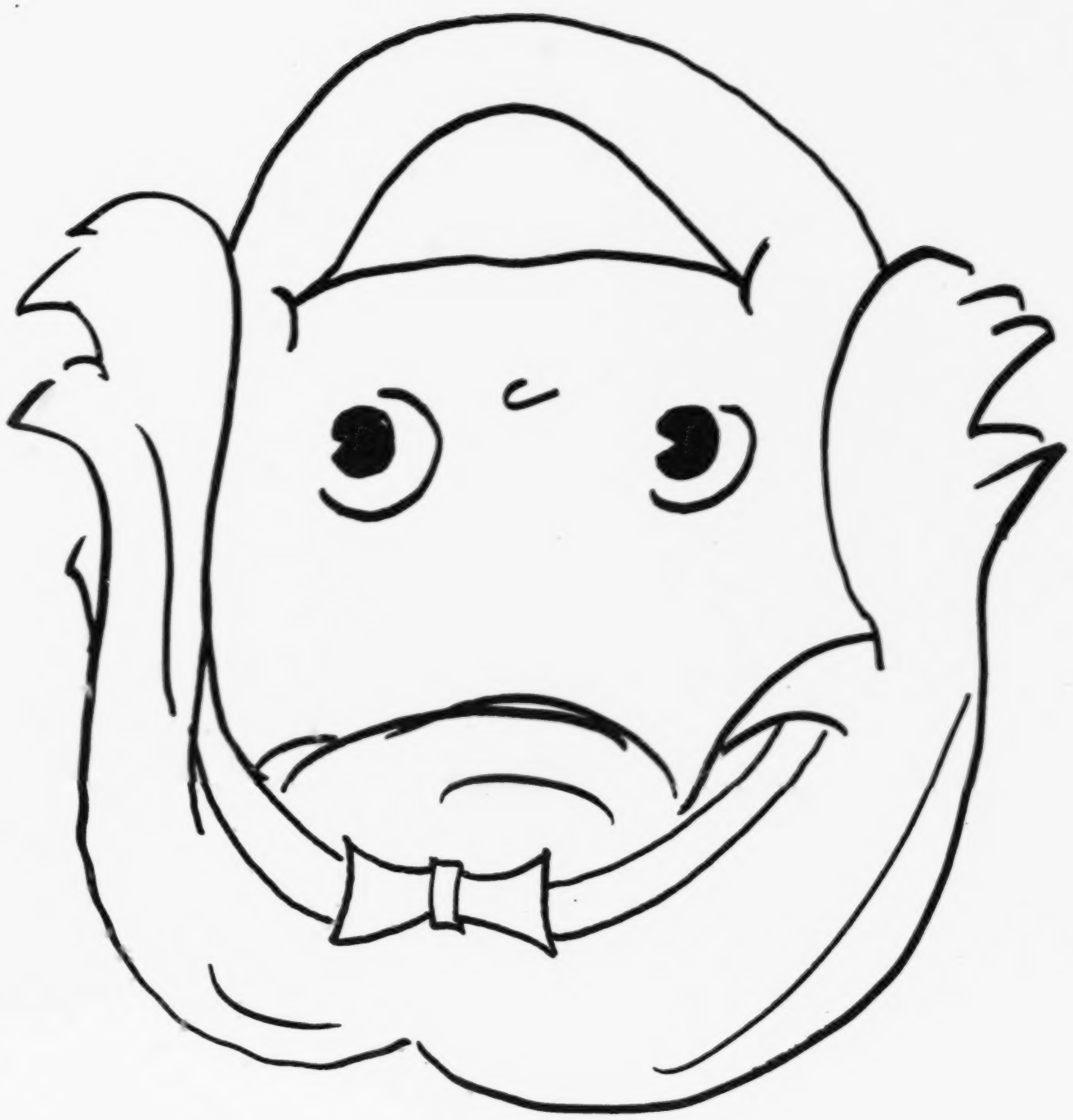
RECEIPTS HELP BUDGETING

RECEIPTS HELP WITH REFUNDS AND EXCHANGES

ILLUSTRATIONS AND OVERHEAD PROJECTOR TRANSPARENCY MASTERS

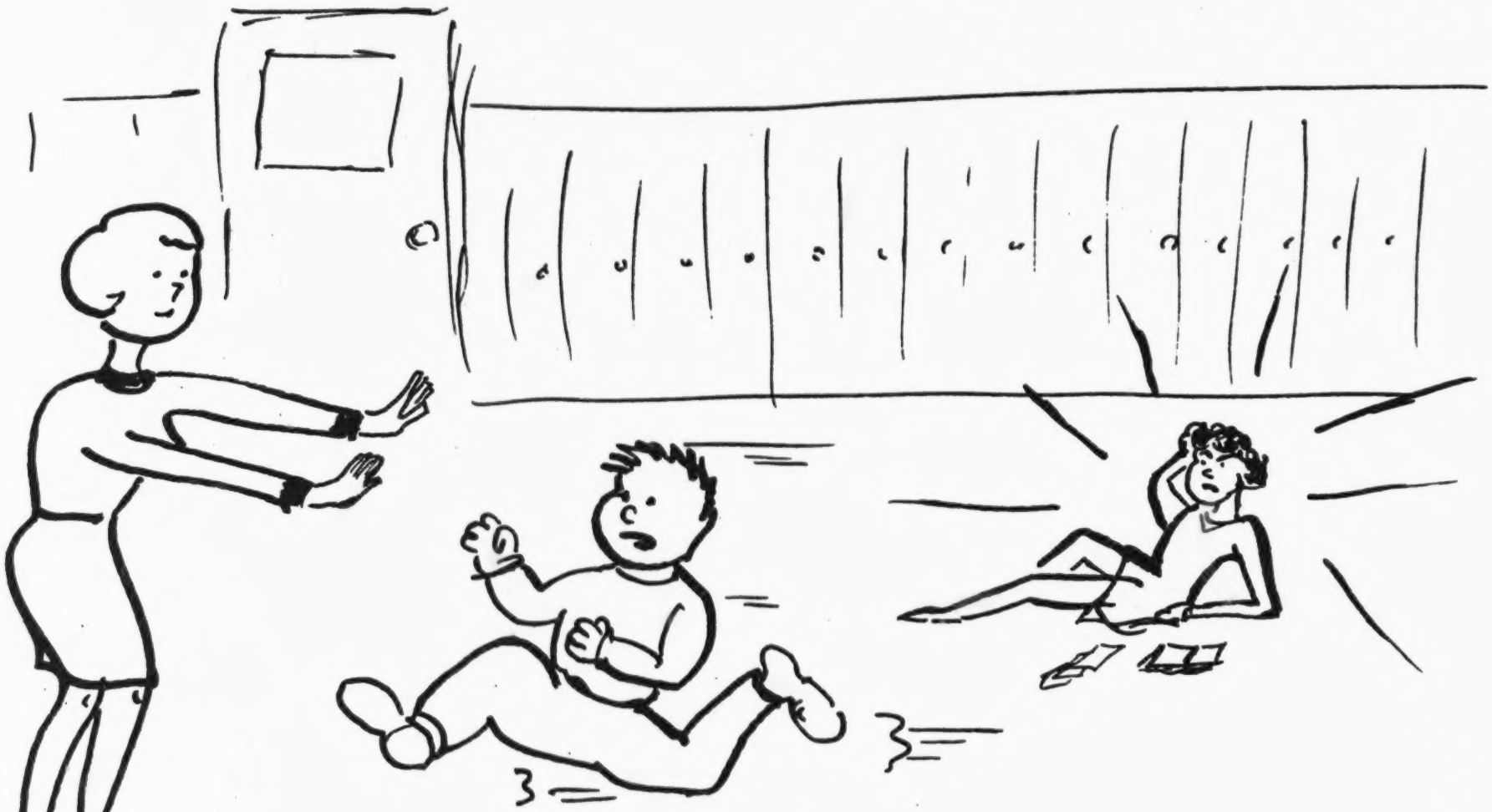
To be used with the starter unit

Safety

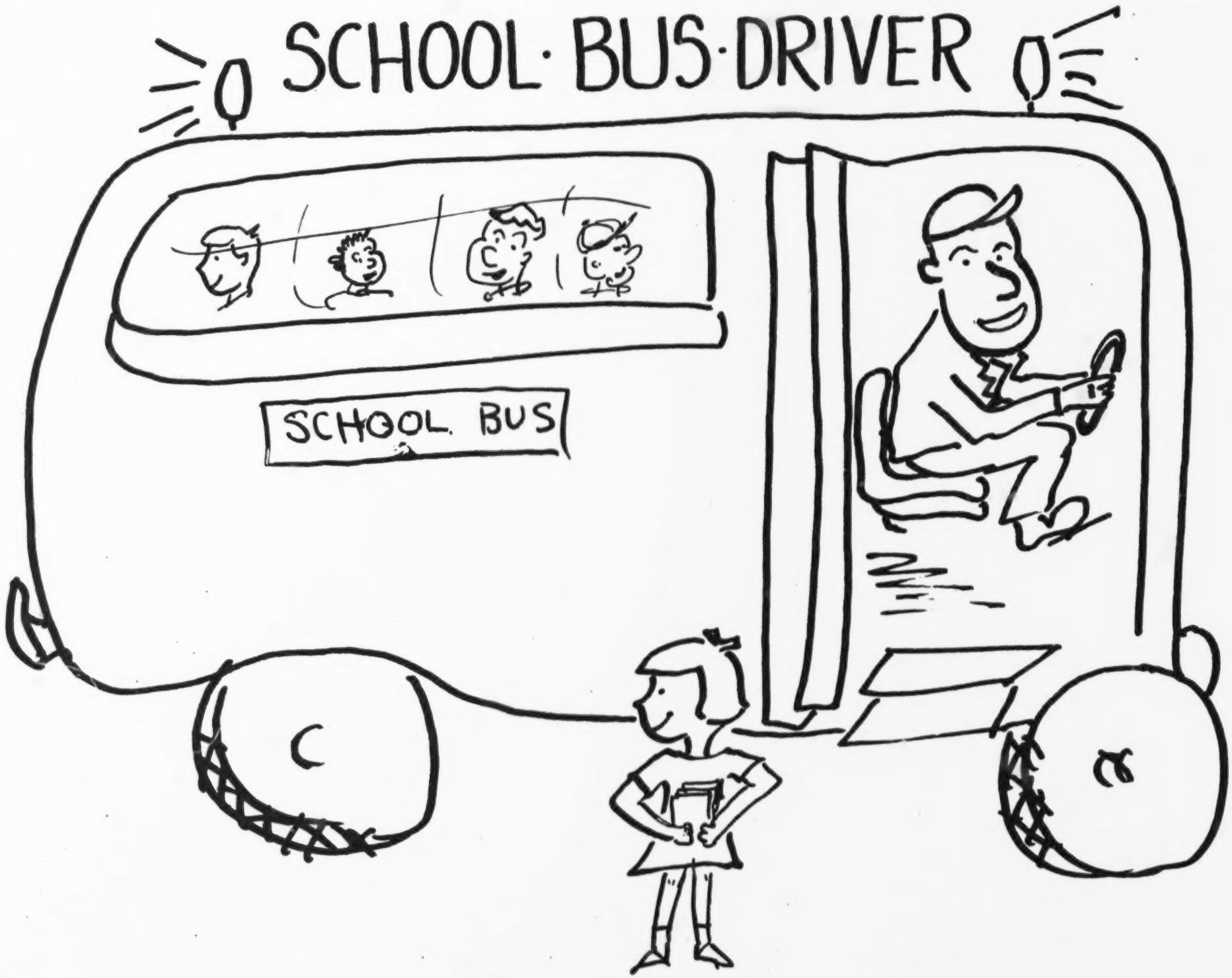


PEOPLE
WHO HELP US
FOLLOW
SAFETY RULES

- PARENTS -



TEACHERS --


SCHOOL BUS DRIVER
SCHOOL BUS

SCHOOL NURSE

SCHOOL BUS INSPECTOR

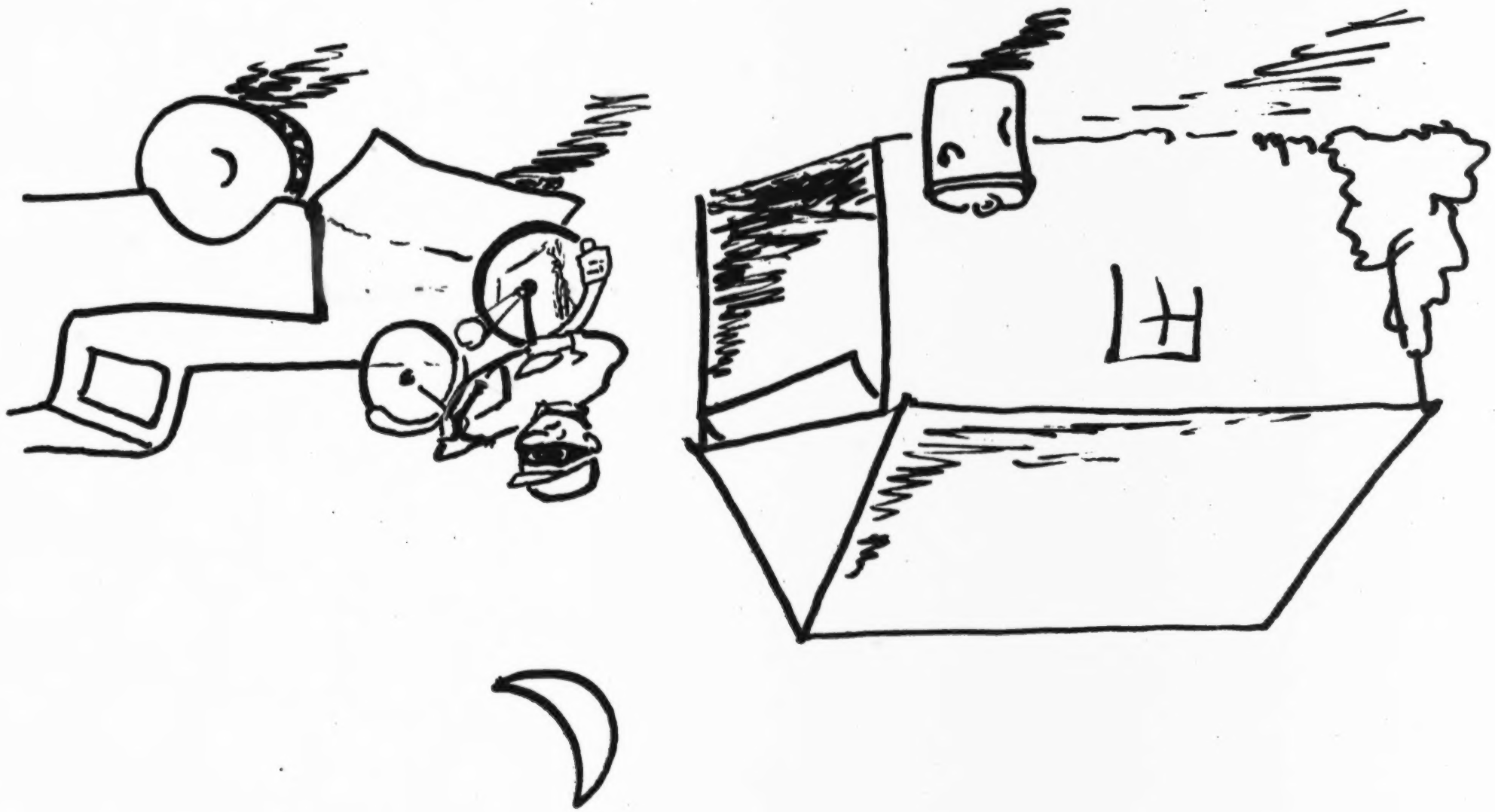
FIRE MARSHAL

ILLUSTRATIONS AND OVERHEAD PROJECTOR TRANSPARENCY MASTERS

To be used with the starter unit

Bike Riding

WHAM!



Cut along this line

Teacher Evaluation

Identify lesson and specify activity.

Lesson No.:_____Lesson Title:_____

_____

Check:

Content: Very appropriate__Somewhat appropriate__Not appropriate__

Suggestions
for teacher: Very helpful____Somewhat helpful____Not helpful____

Resources: Very helpful____Somewhat helpful____Not helpful____

Evaluative Statement:

Suggestions for Revision:

Cut along this line

Teacher Evaluation

Identify lesson and specify activity.

Lesson No.:_____Lesson Title:_____

_____

Check:

Content: Very appropriate__Somewhat appropriate__Not appropriate__

Suggestions
for teacher: Very helpful____Somewhat helpful____Not helpful____

Resources: Very helpful____Somewhat helpful____Not helpful____

Evaluative Statement:

Suggestions for Revision:

Cut along this line

Teacher Evaluation

Identify lesson and specify activity.

Lesson No.:_____Lesson Title:_____

_____

Check:

Content: Very appropriate__Somewhat appropriate__Not appropriate__

Suggestions
for teacher: Very helpful____Somewhat helpful____Not helpful____

Resources: Very helpful____Somewhat helpful____Not helpful____

Evaluative Statement:

Suggestions for Revision:

Cut along this line

Teacher Evaluation

Identify lesson and specify activity.

Lesson No.:_____Lesson Title:_____

_____ _____

Check:

Content: Very appropriate__Somewhat appropriate__Not appropriate__

Suggestions
for teacher: Very helpful____Somewhat helpful____Not helpful____

Resources: Very helpful____Somewhat helpful____Not helpful____

Evaluative Statement:

Suggestions for Revision:

Cut along this line

Teacher Evaluation

Identify lesson and specify activity.

Lesson No.:_____Lesson Title:_____

_____

Check:

Content: Very appropriate__Somewhat appropriate__Not appropriate__

Suggestions
for teacher: Very helpful____Somewhat helpful____Not helpful____

Resources: Very helpful____Somewhat helpful____Not helpful____

Evaluative Statement:

Suggestions for Revision:

Cut along this line

Teacher Evaluation

Identify lesson and specify activity.

Lesson No.:_____Lesson Title:_____

_____

Check:

Content: Very appropriate__Somewhat appropriate__Not appropriate__

Suggestions
for teacher: Very helpful____Somewhat helpful____Not helpful____

Resources: Very helpful____Somewhat helpful____Not helpful____

Evaluative Statement:

Suggestions for Revision: